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#### THOSE SUMMER JOBS

Before the closing of school in June, preparation for September opening is an important order of the day. Although the procurement of educational materials, equipment, and supplies will be easier this summer, the quantities available in many lines will fall short of the total school requirements. Publishers are still confronted with difficult material and labor problems in the production of new and revised textbooks, reference books, and supplementary text material.

Production of the many new and improved "tools of education" shown at recent school convention exhibits and advertised in The Catholic School Journal is well under way. Much progress has been made and many new developments have been completed in visual education equipment and audio visual aids, especially in projection equipment and accessories. The availability of the latest and best "tools of education" for your school will depend to a great extent on the time you place your order.

Preparation now must be made for the summer job of renovation, repair, and replacement of schoolhousing facilities. It is vitally important in the maintenance and repair work to give special attention to all the facilities designed for the health and safety of pupils, with the elimination of every hazardous situation in school buildings and grounds.

Complete your preparations now and above all be sure to "shop early."

#### SUBSCRIPTIONS AGAIN

We repeat previous warnings regarding subscriptions to The Catholic School Journal given to a subscription agent. Although The Catholic School Journal does not appoint special representatives to call upon prospective subscribers, we do accept subscriptions from a number of reliable general magazine subscription agencies. Such firms or individuals will gladly show you references to prove their reliability.

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# The CATHOLIC SCHOOL JOURNAL

Vol. 47

1947

JUNE, 1947

# Is There to be an Educationally Disinherited?\* Edward A. Fitzpatrick

THE problem I am to discuss today comes about from the conl junction of two historical trends: on the one hand, the tradition of the college as an intellectually aristocratic, or, if you do not like that word, a selective educational institution; and on the other hand, the rapidly developing facts of mass education on all educational levels, including the college level.

#### I. The Immediate Effect

The facts about the postwar impact of the great masses of new students clamoring for college education have been glossed over. Whatever the facts about the "marks" received by the veterans, the outcome must result in a dilution in the quality of higher education. The new director of the division of higher education of the U.S. Office of Education, John Dale Russell, has pointed

"... with laboratory periods extended well beyond the normal academic day; with single classes often enrolling hundreds of students; with many classrooms equipped with folding chairs to accommodate far beyond their rated capacity; with makeshift study halls set up in lieu of adequate library reading rooms; and with large numbers of institutions becoming more and more local or provincial in character because of the preferences given to residents of their own states, it is evident that the quality of the educational experience for large numbers of college students in 1946-47 is below that offered in the prewar period.

"The conclusion just stated is reinforced by two sets of facts: (1) the shift of emphasis to certain curricular areas has resulted in tremendous overcrowding in such fields as engineering and business administration; (2) qualified instructors have been unwilling to accept teaching positions or remain in them under the current unfavorable working conditions in the colleges and the inadequate housing facilities available for them and their families in the college communities."1

#### II. The Main Issues

The main social fact is that the facilities of what is called igher education are not adequate for the masses of people clamoring to use them. The physical problem seems the dominant one. If only you could secure additional space; find some person who is willing to work for the salary, who by your appointment becomes a teacher or professor; and it is assumed what we called a college education will be secured by the democratic masses, and thus is education democratized.

Only three of the many issues that are emerging from this situation shall concern us:

The first issue: Is there a thing called a college education or igher education?

The second issue: Is this the best form of education for the

democratic masses now clamoring for "college education"?

The third issue: Does the situation call for a differentiation of education's instruments or means and the provision of additional facilities?

#### III. The Historical Development

Let us indicate briefly the problem of mass education as it emerged. The passage of compulsory school laws, not always enforced, was, during the nineteenth century, the basic fact in the rapid increase of children in the common schools, i.e., the elementary schools, particularly in the urban areas. The progressive raising of the ages of compulsory attendance, the provision of more effective administrative machinery to promote attendance have now had their effect not only in the elementary schools but in the high school, too. The Kalamazoo decision of 1873 cleared away any doubt as to the right of the state to provide high schools (and higher education). It is with the development of mass education, or more euphemistically, the democratization of education on the secondary and college levels that we are concerned, i.e., "the education of all the children of all the people."

The history of American secondary education is told in the history of three educational institutions: the Latin grammar school, the academy, and the public high school. The Latin grammar school "served," as Koos says, "a small portion of only one of the sexes with a course restricted to the classics and with an eye single to college preparation." The academy, still largely a private school, open to both sexes with broader curriculum, included vocational topics along with the continuing subjects of the Latin grammar school during the middle period. Then followed the cosmopolitan high school, free, coeducational, taking almost all knowledge to its province, with however a de-emphasis on the classical curriculum and becoming in the twenties "the people's college." From its original status as a four year institution between the elementary school and the college, the high school has now reached downward to establish the junior high school and upward to create the junior college.

There was a similar development in the field of college education. In the Colonial period the great colleges of the country developed: Harvard, 1636; William and Mary, 1693; Yale, 1701; Princeton, 1754; University of Pennsylvania, 1755; Columbia, 1754; Brown University, 1765; Rutger, 1766; and Dartmouth, 1769.

During the period of 1776-1800 thirteen colleges were established. During the nineteenth century 449 colleges were established, principally in the North Central States. This does not

Paper read at the meeting of the Midwest Region of the National Catholic Educa Mar. 25, 1947.
 President of Mount Mary College, Milwaukee, Wis.

<sup>&</sup>lt;sup>1</sup>Russell, John Dale, "Could They Get Into College?" Higher Education, Feb. 15,

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include many of the Catholic colleges. The highest number in any decade was 82 in 1850–59. The original motive for the colleges was the preparation of a learned ministry who would be able to fight that old "deluder Satan." The secularizing tendencies had reached the colleges and were quite influential. With the beginning of the State University at North Carolina in 1792, we had one of the characteristic developments of the nineteenth century, the expansion of the state in the control and administration of higher education. This was further accentuated by the junior college movement.

The number of students attending high schools in the nineteenth century was not very great nor a substantial part of the population. In 1900 there were 519,251 people attending high schools. This number has doubled in every decade since. The figures are shown in the following table:

1890	202,963
1900	519,251
1910	915,061
1920	1,857,155
1930	4,145,669

The figures for the higher institutions of learning are even more startling. There was relatively a very slow development of student enrollment in the nineteenth century. But in 1900 a movement began which is shown best in the following table:

Popula	tion and Stud	lent Enrollment	in Higher Edu	cation 1900	-1938	
Year	Pop:	ulation Ages 18 to 21	Students Enrolled	Percentage of Total Pop. 18-21		
1900	75,994,575	5,930,765	237,592	0.31	4.01	
1910	91,972,266	7,335,453	355,213	.31	4.02	
1920	105,710,620	7,343,794	597,880	.57	8.14	
1930	122,775,046	8,899,254	1,100,737	.90	12.37	
1938	130,215,000	9,679,000	1,350,905	1.04	13.96	
		Increases 190	0-1938			
Number	54,220,425	3,748,235	1,113,313	0.73	9.95	
Percentage		63.20	468.58	235.48	248.13	

Some of the significant things in this development of mass education may be noted:

1. Secondary education and higher education was progressively open to and taken advantage of by economic and social classes not reached in the earlier development of these institutions in which the base of higher education was considerably broadened.

2. This meant a different type of student with different experience and different outlook in the secondary schools and in

3. The curriculum was very rapidly extended in the twentieth century so that practically no subject is not taught both in the secondary school and in the colleges. There was a progressive de-emphasis of the classical curriculum. The secondary schools cease to be exclusively college preparatory schools and the colleges cease to be exclusively institutions for social leadership or for preparations for the professions of law, medicine, and theology.

4. One of the striking characteristics of this development was the rapidly expanding influence of control by public authority of these educational institutions and the establishment of state institutions so that, though there are more privately controlled institutions than public, the great body of students are in the public institutions.

5. The increasing demand for higher education with the present plant facilities and available teachers creates a very serious problem both with reference to the dilution of all higher education and the provision for educational opportunities for those not admitted at the present time.

#### IV. Should the College Remain Selective?

Our first question relates to the college itself. Is the college, as we have known it, worthy of being preserved? Did it perform an essential service to the social order as well as to the individuals coming within its influence? Can it perform the same or a similar service in the social order that is now in the process of formation?

As we have known the college, it was an institution, small in size, aiming to train for social leadership (including the learned professions of law, medicine, and the ministry) a student body made up of an intellectual elite or at least talented group, highly selective and restrictive, studying, for the most part, the liberal studies without any clear reference to use. Or should we permit it to become an institution training practically the whole body of citizenship, not an intellectual elite, to some useful work in society, not necessarily social leadership, from, say morticians up to doctors? Shall we permit it at the expense of the former type?

That is our first problem and I think that anyone would be blind who would not recognize that this transformation is actually taking place before us while the college retains its name, its plant, and its endowments. Do we not even hail the change as a great gain in democratic education?

The issue probably is precipitated in a rather violent form by the demands of veterans under the GI Bill of Rights. We did not anticipate such a situation and we were totally unprepared for it We have gone into the highways and byways and "picked up" teachers who were appointed only to meet the extraordinary demand. The intellectual integrity of the college is involved in the present situation, and what is most important and unfortunate is that the externals of the educational process, a room with students and a person in the front of the room talking and the students for the most part, listening, can readily be improvised with no education going on in the place even if it is called a college Teachers can give grades and, as a means of avoiding suspicion follow in the main, even mechanically, the normal curve of distribution. The registrar will count the record of the semester hour credits toward a degree no matter what really happened in the classroom. This is a tragic fact.

The dilution of the educational process on the college level has been going on for a number of years before the war. It cannot be blamed on the G.I.'s, though their numbers accentuated it. The new demand for liberal education is one evidence of the changes that have been taking place along with the protest against what has been called vocational deformation. The proposal of "pas" degrees and the associate in art degrees, the increasing lack of meaning for the degree of bachelor of arts, are other evidences of the change. It would take me too far afield to make the points that President Hutchins has been insisting upon so much about the lack of the intellectual character of much of the professional training in the universities.

I think there is need for an institution specifically dedicated to the training of an intellectual elite, preserving the great Christian European tradition and making it basic to a general social leadership as well as a leadership through the professions—both the old professions and the new ones—ordinarily trained in the universities of today. The demand that all the persons who now want higher education should be trained in a college designed for the intellectual elite and to which its endowments were dedicated does not take into account the two tendencies that are the subject of this paper.

There is a revival of an old idea of democracy in education which Professor Ulich of the graduate school of Harvard recently discussed in School and Society under the title "The Legend of the Single Ladder." The democratic idea never required a single ladder by which everybody should rise, progressively, in his educational advancement. What is needed for a genuine democracy of educational opportunity is continuing but diverse opportunities suitable to the individual's capacity and experience and interests. The single ladder idea which apparently underlies the present process of educational opportunity is discussed rather sharply in Dr. Ulich's paper and I wish now to repeat a few of his points:

1. The single ladder idea which Dr. Ulich calls the excessive equalization of the school system may satisfy mediocre forms of social resentment but does not satisfy (a) the need for dividual difference, (b) the need for high quality (always as ceptable only to a part of the population) and the not completely eradicable and in modern forms, perhaps not wholly damnable desire for sectarianism.

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2. The single ladder idea meaning that all must advance the same is described as "just the most stupid and consequently the most dangerous form of collectivism in the guise of democracy."

3. If the idea is carried over into the field of professional education with its frustration of the desire for useful activity and financial independence there tesults the postponement of marriage, a very small family, and an increase in general insecurity.

4. And Dr. Ulich significantly concludes, "We will abolish defects in the schools by creating a greater defect in the social

system."

V. The Discovery and Development of Human Talent

I would like to digress for a moment to call attention to a deeper aspect of the problem that we are now considering. It relates to what Lester F. Ward calls in his Applied Sociology potential genius." The actual capacity that education develops under the present educational organization and method is not necessarily all the human capacity, both in the way of genius and talent, there is. Without going into the details of the background studies in France and his own studies in America and some made under my supervision at Marquette University, the fact may be stated that a great deal of talent and genius remain undeveloped in the present social order. As was shown by Branford, the saving of Francis Thompson was accidental. The actual environments under modern conditions do not evoke the higher human capacity that exists. Lester Ward's solution was a wider diffusion of educational instrumentalities so that this genius and talent could be developed. The point I want to make here, by way of digression, is that one of the greatest services of education is to discover and to develop this potential human capacity. Our great educational problem is to provide the kind of educational environment that will evoke the highest potential genius of the individual.

#### VI. An Institution for the Disinherited

The situation that now confronts us presented itself in less imperative forms immediately after World War I. At that time I used the phrase "educationally disinherited" for the millions of children who received no education beyond the compulsory school age of twelve or fourteen years or whatever it was in a particular state. No educational opportunity was provided for them and no interest was taken in their continued education. In Wisconsin, the establishment of the vocational schools, or, more appropriately called, the continuation schools, was a step toward solution. The original provision of the law was only eight hours a week but to those who told us that nothing could be done in that time, we said it was something when there was nothing and we asked the question, "Who can tell when a single teacher or a single circumstance may be in a real sense an educational 'actual grace'?" Part of this educational scheme was to provide instruction in the numerous cities, having the continuation schools in the state, to any group of fifteen persons who would sign a petition for instruction on any level — elementary, secondary, collegiate, or graduate school. At that time we objected to the idea of the single ladder and pointed out that opportunities must be diverse and there must be many ladders into the highest training.

In the Wisconsin Journal of Education, early in 1920, I

We need as a part of the public educational system of the state, a school where an adult may receive instruction suited to his capabilities in any subject for any period of time, without reference to his previous educational training. Such a school should operate for twelve months a year, and from eight o'clock in the morning until ten o'clock at night. This instruction might be provided in connection with existing educational agencies or in new institutions.

This is the kind of educational opportunity that now must be offered to the large body of people who wish to continue their education beyond the secondary school. Some of them will have

been through only the elementary school and others in various stages of the secondary school. This insistent demand comes from people, not yet settled economically or socially in life, but which has no results because opportunity to satisfy the demand does not exist. The purpose of the educational institutions proposed is to stop this social frustration and to continue in individuals the hope for right education, guidance, and development.

The question for us is whether what we call the Catholic educational system should accept any responsibility for the Catholic

group among the disinherited - and others?

#### VII., The Problem of Adult Education

This may be regarded as a phase of the larger aspect of adult education. It certainly must be included under it. Though in many cases its main purpose, if it reaches people young enough, will be to bridge the gap to the regular formal educational institutions, adult education will be needed for the people who have already finished programs in the formal educational institutions, including the college. But part of the present difficulty which we have been discussing is due to the failure to distinguish between higher education and more education, both of which are aspects of adult education. As we use terms today we must distinguish between higher education and adult education. Later all this may be called adult education but that would not make less imperative the need to distinguish between these two fundamental aspects.

The mere fact that a student desires more education is not conclusive proof that he should be admitted to college. College may be the very thing to which he should not be admitted, organized as it is. The student, not being ready for its requirements, may become discouraged by lack of success and thus be permanently injured educationally. There will be needed in full-time, short courses, in evening classes and Saturday classes, and perhaps even in Sunday schools, continued educational opportunity for the whole population which is the program of adult education.

There are some things we should understand about adult education and particularly there are two misunderstandings that we

should keep very clear in mind:

1. That a person can achieve through a scheme of adult education the results that ought to have been achieved by regular attendance at school during his more plastic years, and

2. That adult education is merely a makeshift for a few years after the man enters industry.

Adult education is, in one phase, pathological. It attempts to provide a person the opportunity to make up for neglected opportunities during his childhood and youth, or for opportunities that were denied him because of economic conditions, or failure of adaptation of himself or of the school. No person would deliberately decide that he could avoid the discipline of the adolescent years and make up for it by this post-adolescent education.. No such Aladdin's lamp is available to any individual. The scheme of adult education will necessarily depend on the present accomplishments of the individual. The deficiencies of his earlier education must be made up and the person entering upon a scheme of adult education will be handicapped to the degree of such deficiencies. He will profit to the degree that he secures the discipline offered by the schools and takes advantage of the opportunities of personal study which his life offers him. Consequently, the scheme of adult education is intended in no way as an alternative scheme for proper and long training of boys and girls.

The other misunderstanding relates to the possibility of viewing adult education merely as a temporary makeshift to make up such deficiencies of early youth. It will do that and more. It must be regarded as it was regarded in England after the First World War—as a permanent national necessity, an inspirational aspect of citizenship, and therefore should be both universal and life-

long. The British report says:

That the necessary conclusion is that adult education must not be regarded as a luxury for a few exceptional persons here and there, nor as a thing which concerns only a short span of early manhood, but that adult education is a permanent national

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necessity, an inseparable aspect of citizenship, and therefore should be both universal and lifelong.<sup>2</sup>

#### VIII. The Issues as They Relate to the Catholic College

The general secretary of the National Catholic Educational Association likes to speak and refer to a Catholic educational system. This paper raises the question whether we are ready to accept the responsibility, moral and financial, of meeting all the educational problems of the Catholic population. In any case that is a long way off. Some issues for the Catholic college building on the data presented become quite clear.

1. Should the genuine Catholic college of liberal arts maintaining high educational standards be preserved for those capable of profiting by its instruction?

2. What is likely to be the effect of the rapid multiplication of Catholic colleges on this problem?

3. What provision should be made under Catholic auspices for the training of Catholics not admitted to the conventional type college?

4. Does this situation have any significant relation to the admission of non-Catholics to Catholic colleges (1) in providing educational opportunity for Catholics (2) in the dilution of instruction, and (3) in public or community financing of Catholic colleges?

1. The first question relates to the provision of the Catholic college of liberal arts of high standards in its present form, i.e., as a selective institution, presumably, dealing with an intellectual elite. It seems that from every standpoint of the Church, of the social order, and of civilization, that this special opportunity for the talented should be provided. The progressive dilution of the quality of higher education should be stopped. Colleges are themselves taking a preliminary step in this direction in the limitation of the number of students they will receive, restricting admission to those in the upper 10, 25, or 50 per cent of high school graduates. The wisdom of this method of selection of those qualified for college education we waive for the present, but the principles underlying it should be maintained. Need we add that the maintenance of educational standards after the students are admitted is an essential part of the program.

2. Our second question may be reworded: "Are we multiplying our Catholic colleges beyond our financial and personnel capacity to make colleges really effective institutions on their level?" The practical lack of control of the establishment of colleges, though formal control exists, the desire of every religious community to have its own college and its readiness to establish colleges with no obvious financial and personnel basis for conducting it is a fact of our contemporary situation. We need some kind of over-all consideration of the problems of Catholic higher education. The indefinite multiplication of colleges can mean only disaster financially, a dilution of higher education and an inbreeding within religious communities that is tragic. We need to consider the problem somewhat in the fashion that Mr. Mumford discusses the problem of a university in his Culture of Cities. He points out that the necessary basis for the support of a university is a population of one million people. How many people are needed at the base of a college? Or what are the other factors?

This tendency to multiply Catholic colleges indefinitely is helped at the present time by the movement for mass education. Any building with the word "College" on it and with classrooms and somebody in the classroom who is called a teacher can attract students today no matter what the quality of the work.

We must frankly face this issue of providing a kind of education suited to the capacity and ability of those who are now clamoring for admission to the colleges. Are we prepared in Catholic education to guard the colleges providing the alternative and diverse educational opportunities required by the mass educational movements? We ought to decide what we are going to do?

We are at a serious disadvantage in Catholic education by the lack of unity and control in organization. We should be able, in

view of our common philosophy and purpose, to effect co-operation through unity but anyone who knows the practical situation knows how very difficult this is. But at any rate, we ought to face the issue and do something about it.

3. The third question as to what provision should be made under Catholic auspices for the training of Catholics not admitted to the conventional type of college raises very important questions in finance as well as of education. We are not, at this point, taking of the provision for continued educational opportunities for all Catholics, by retreats, by study clubs, by missions, by days of recollection, and the various other techniques of continued spiritual training of Catholics. The issue we are discussing here relates to the intellectual, social, and technical training of Catholics With the situation of two million Catholics in the lower Catholic schools and two million more in non-Catholic schools, the issue at the higher level becomes even more important than if adequate provision had been made at lower levels.

Perhaps the most practical thing that could be done at the present time in some dioceses with adequate finances would be to establish a demonstration school such as is proposed earlier in this paper — a school open from eight in the morning to ten at night, every day, where every kind of educational opportunity is open. This might also be the center for the utilization of other facilities of the community to help achieve the objectives. This contact with other educational forces of the community would have significant effects apart from the service to the individuals in the constant consideration of the Catholic problem and a better spirit of co-operation in developing new opportunities and facilities within the public adult educational institutions along lines in which Catholics would be interested and could profitably use

which Catholics would be interested and could profitably use.

4. The fourth question is raised merely to open the issues which are stated. It is not possible at this time to enter into a full discussion of them or bring to bear on the issues all the relevant facts. The ideal of every Catholic in a Catholic school which has been set up for the lower levels of education and, so far as I know, never discussed with reference to higher institutions seems to furnish a springboard for the consideration of suggestions for providing opportunity for education on the higher level for all Catholics. If Catholic schools are really Catholic schools, supported by Catholics as an adjunct of the hierarchy in their spitual training and magisterial functions, then it would seem to be the first obligation of Catholic colleges to provide educational opportunity for Catholics.

It is undoubtedly true that with a large number of non-Catholics in a classroom where there is real discussion of the problems concerned and educational activity goes on rather than mere listening, the number of non-Catholics in Catholic educational institutions raises serious educational questions as to the dilution of instruction. When Catholic colleges accept non-Catholic students they should do so with full knowledge of the problem and function of the college. (North Central Association statement.)

On the other hand, the presence of non-Catholic students in a Catholic college is part of the learning to live together in a community life with respect for honest opinions of others which is a part of education and characteristic of American life. This statement is merely suggestive for opening up the problem.

The third phase of the issue raises a question that if Catholic colleges have a Catholic purpose and are maintained primarily, if not exclusively, for Catholic students, then any appeals for funds from the public would be out of place and any effort to secure funds would seem to be not entirely in good taste nor house. This would, however, not in any way prevent a non-Catholic, feeling that the Catholic Church was the best instrument for the protection of private property and its social use by individuals against the subversive and destructive policies of communism, from giving money to Catholic colleges.

These three issues would take you too far afield for the discussion, this afternoon, but I suggest them at this time for possible material for a consideration of the problem during the next year and on the next annual program.

# A Skillful Captain at the Helm

Sister M. Edward, O.S.F., M.A.

THE administrative tactics of the head of a school obviously call for the constant study of human nature applied to grownups as well as to youth. The practical aspect of instructing youth is directly delegated to the teaching staffs; however, the administrator is responsible for the leadership. There are innumerable opportunities in the concrete for the principal's influence that ought to permeate every undertaking in the school's academic or technical activities. This calls for the proper preparation on the part of the one elected for the job. Can the blind lead the

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In some systems of education, including the Catholic school system, studies have been made which indicate that there are some administrators with inadequate training. By inadequacy is meant not the lack of professional degrees but rather special training in school administration and supervision. Francis Crowley's study of the Catholic high school principal is not only revealing but also an exposition of what has been done that will eventually lead to better preparation. Most of the principals responding to questionnaires from among the diocesan clergy as well as from religious orders admitted that their academic training was insufficient for a leader in a dynamic era in education.

Teachers look up to their principal for guidance as well as for encouragement in their daily grind, the noblest kind of grind, for the molding of character is coexistent with the work of the Holy Ghost.

In some systems, educational psychology plays an important part in the teacher's preparation. This is a boon and is quite adequately taken care of in the religious teacher's preparation, for his study of human nature in juxtaposition with the human soul is almost a constant occurrence in his daily meditation imposed by rule. The application to the knowledge of human weaknesses however needs to be strengthened.

Principals and teachers can get along well if each tries to contribute his share in the teamwork. As one who has had the experience of looking out from the inside of the principal's office and also as one on the outside looking in, we shall attempt an unbiased exposition of true co-operation.

#### The Principal's Complaints

There are numerous opinions and practices of teachers that "get the principal down." On the other hand principals have practices and policies that discourage and frustrate the morale of teachers. What are those irritating characteristics? Some teach-

ers are unmindful of their professional ethics and unwantonly or wantonly make use of gossip. What do we do about talebearers among the pupils? If correction is needed, it is given privately to the offender reported, and this individual treatment thus avoids the publicity that the talebearer would like to see. It is no common instance that the mention of a misdeed in class motivates some little rascal to do the forbidden act. What about reports made by fellow teachers for the sake of currying favor from the principal? Administrators should use tact here also and handle the situation individually. The teachers' confer-ence is no place for it. If it were, then the talebearer would be encouraged to report other things thus making the meeting a place to air grievances. The principal owes it to his job to supervise instruction occasionally; then he will not have to resort to the less refined ways of knowing what is going on in his system. Teachers ought to welcome that fact, for the principal's insistence on the observance of professional ethics with regard to gossip is completely justified.

Some teachers are always late. They complain that pupils are tardy and yet they themselves are setting the example when changing classes in departmental work, in clerical reports for the office, or in placing orders for material needed. Much of the principal's valuable time, especially when there is no secretary, is lost in checking over items because of some teacher's delayed account. Then there is the problem of poor disciplinarians. Occasionally there is need to send a culprit to the administrator because it is the only logical solution, but some teachers seem to have no other solution than this. If they only would realize to a greater extent how such a practice lowers them in the eyes of the pupils! Here, too, the principal should encourage the teachers to handle these problems themselves. And furthermore the principal should not reserve the solution of these problems exclusively to himself, especially when the teachers are capable. One disciplinary case a day from each of twenty teachers means one hundred such problems a week. What executive welcomes that? Perhaps only he who has nothing else to do, but there are few principals in that class.

Since the principal is not merely sitting in his office waiting for the teachers' problems to come up, there should be this reminder for all teachers, that a good principal is almost continually under more pressure than the average teacher. What about the unnecessarily irresponsible teachers who seem to think that the administra-

tor, with some wave of magic, can procure immediately the misplaced volleyballs from the gym or the lost drumsticks from the music department or make change from a ten dollar bill, all in three minutes? Yes, every school has them.

A principal often finds himself in an embarrassing and difficult situation because some teachers make requests for extras in their departments after they have been informed specifically in matters pertaining to the school budget. Finally, there are those who are reluctant to make decisions. A goodly number of decisions should be made by the teachers but they seek advice merely to escape the responsibility of a decision. Principals generally are not so egotistical as to reserve all decisions to themselves; most of them welcome the teamwork of their teachers.

#### The Teachers' Complaints

The foregoing observations have been coming from one looking out from the inside. To be fair, the other consideration of looking in from the outside of the principal's office shall follow. The loudest complaint about administrators seems to be that they allow interruptions too frequently, especially if these interruptions are caused by student requests. The granting of requests for a Christmas dance in a gym during a regular class period or periods sometimes upsets the carefully planned teaching procedures to a degree far beyond that which can be justified by the small pittance made in dollars and cents as proceeds of a dance. Teachers are not only insulted but frustrated when considerations of their viewpoint are ignored constantly. However, there always will be some teachers who cannot see the activity program and their objections are not meant here.

Some principals are slow to praise but frequently are ready to find fault. Teachers are an idealistic sensitive group and usually are prepared in their work and they sense criticism keenly if the administrator shows inefficiency in his work. The practice of the golden rule ought to help but it also is the duty of the leader to avoid the laissezfaire attitude and to make it his business to be professionaly alert as an administrator. He must avoid indefiniteness when organizing events and making assignments of duties. Unless the principal leads, the teachers will show little initiative despite the fact that many teachers, recognizing the inefficiency of their executives, go ahead and plan only to be stopped because they are robbing the principal of his exclusive authority.

Since teachers can sense weaknesses in the executive better than he can himself,

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College in Santo Domingo. This is the main building of the Collegio Santo Domingo, Cuidad Trujillo, R. D. It was erected for the Sisters of St. Dominic of Adrian, Mich., the first educational institution for these Sisters outside the U. S.

the latter ought to welcome constructive criticism. What are some constructive criticisms of this nature? As a concrete example the principal is sometimes pupil conscious to the exclusion of teacher conscious. This is manifested when he indiscriminately makes schedule changes either in subject periods or study periods to satisfy the whims of the emotionally unstable pupils who complain about teachers. Sometimes he is justified in making changes but that again is not meant here.

Teachers complain about the time exacted of them for boresome faculty meetings. Announcements made when bulletin boards are available; budget talks; the airing of grievances, especially those pertaining to disciplinary problems and corrections in general, are some of the unwelcome stimuli in teachers' attitudes toward conferences of that nature. They prefer to have some scholarly plan of the principal that enlists their co-operation in a supervisory undertaking of a particular activity. If this is never resorted to and the only voice heard is that of the principal, teachers begin to wonder what preparation the principal had in this democratic era of school procedures.

#### Smoothing the Way

Spurred on by the sympathetic leadership of the administrator the faculty wants to do their level best to promote good will among themselves as well as with their principal. This can be possible by a study of each one's philosophical views. The philosophies of the staff ought to be as near as possible alike in basic principles. For instance, in the matter of disciplinary problems the proper approach need not necessarily be the laissez-faire attitude when one is opposed to a more conservative strictness. There always should be an in medio tutissimus ibis attitude coupled with suspended judgment, indicative of intelligent minds. The proper respect for authority can be maintained if fellow teachers support one another in all that pertains to the common well-oiled machinery of administration. Pupils will sometimes criticize other faculty members with the view of flattering the one of their choice. This calls for tact on the part of the popular teacher, for in the end teen-agers are not too young to detect the teacher egotist and will eventually form their own opinion as to how their flatteries were received.

Since the teaching personnel are the component parts of an organization out to build up a Christian society among youth they want to remember how important is their role in the teamwork. A spirit of cooperation means unity, and that eventually spells strength. A little more concern about the golden rule of charity will eliminate unethical reports about co-workers. Do not put the principal on the spot with such, for he will have to let you know in the end that they are not welcome.

The largest view of life is obviously God's view, for it means seeing things as God sees them; it means giving all things their proper value and seeing them in their right perspective. By taking a broad view of everyday problems one becomes accustomed to a vision that makes all events a diamond in the setting of life - God's plan. The diamond is an entity that can be thrown in with broken glass or other less desirable entities and yet it will not lose its identity despite its unworthy surroundings, for they have no influence for deterioration as would be the case of a sound apple thrown in with unsound apples. Teachers want to be sterling in character. for as such they can be the spark plugs or dynamos of human interest for their co-workers as well as for those entrusted to them in the classroom. The principal too looks for leadership in his teachers; therefore if you have an idea offer it, if not, exert yourself and create one.

Catholic education does not ignore the activity program entirely. There is much good, under proper administration, in the subject-club activities. In classical studies,

honor societies or federations for promoting the study of the classics are means to an end. The principal must know how to meet the objections of teachers who claim they have no time for the "extras," for they must be reminded that a Latin club, for example, will create an interest in everything related to the Romans better than the procedure of depending on the text alone.

#### Co-operation First and Last

Summing up what was recommended for a successful administration it was pointed out how the weaknesses on the part of the principal and those of the teaching personnel can be the setting or background for improved study on the part of the entire faculty. A constructive plan for co-operation might permeate every teachers' conference indirectly through the objectives put forward by the principal at the beginning of the term in September. Unless all are in harmony with the philosophy of the administrator it would be futile to expect a contented group. Those at variance in the basic principles of education, including administration and supervision, would do well to resign and find some other position. It does not take much use of one's gray matter to know that; however, if there were fewer indiscriminate assignments to the office of principal and more prepared leaders were placed in authority, a greater success on the part of all concerned would be quite evident. It is surprising that much good has been accomplished in both public and private systems under pressure of poor administration. Undoubtedly, the submission of sincere teachers and the "notknowing-any-better" attitude has made for unruffled waters. Every vital organization has its ups and downs and if it does not have them someone is sleeping on the job. Let every teacher then do his level best with a view toward supporting good leadership, and the principal will be free to take his hand at the helm with confidence in himself and in his co-workers.

# II. Bilingualism, Benefit or Disaster?

William R. Duffey, M.A. \*

D OES the study of a foreign language and its literature help us become less provincial, or does it breed a hodge-podge culture? The answer to this question requires a bit of a foreword.

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#### Kinds of Languages

America is not generally considered a bilingual country like Canada. Yet, few countries have so many families that speak more than one language. The foreign tongues daily heard in America take on various forms. They are likewise in various stages of growth; some are very simple in construction, and others are capable of expressing the finest shades of meaning most clearly, but because of this fact are more difficult to learn. Americans hear the monosyllabic tongues like many of the vernaculars of the Chinese family of language in which the sense depends upon the isolated symbol, the unchangeable unit, and upon its relative position in a sentence. They are also acquainted with a language that has its formation by the adhesion of regular signs to an invariable root, with the addition modifying the basic notion. This type of agglutinating language is found, for example, among the Turks, the Finns, and the Hungarians. Americans are aware of languages that are the children of Sanskrit, Greek, or Latin, all amalgamating types that use endings fused to the

In a New York subway train, one probably could hear the speech of the three great families of languages - Turanian, Semitic, and Aryan. Each of these tongues differs from the other in vocabulary and syntax. Each of these general languages reflects the mental life of a people and its ways of thinking; likewise, each names the objects common to a people's environment. Within these three grand divisions are smaller families of languages that again manifest more particularly various customs and traditions. Within the Aryan family or Indian-European, for example, are the languages most generally heard throughout this country; it consists of numerous Indian tongues, those of the Iranian branch, the various dialects of ancient and modern Greece, the older speech forms of Italy, Latin, the Romance languages, the Celtic division, the Slavic group, and the Teutonic sections.

Since these languages are in America, the social and cultural problem they create concerns each American. Its various implications do not belong to this discussion, only the fact that the nature of the problem arising from bilingualism in this country is not restricted to the question of whether someone should acquire German or French, but whether any of these various languages, which have been 

\*Professor of Speech, Marquette University, Milwaukee, Wis. This is the second of a series of articles on "Bilingualism."

mentioned, should be obtained by the coming generation, and whether its acquisition will benefit the individual without bringing any disadvantage to other persons, or the country as a whole.

#### A Standard of Language

The effect that bilingualism is having on American speech cannot be determined by the present chaotic state of oral language in this country. More linguistic changes can be expected in speech than in writing. One is aware that he must keep abreast of a living tongue, and be prepared for changes in it. He must recognize that American speech is growing, and must grow, because it is a living language, but he may be suspicious that many changes that are taking place may not be a sign of a healthy growth. The term foreign dialect gives accurate expression to an active condition, in the present, not in the past. It is an account of a person, educated or not, who uses the oral symbols of one tongue incorrectly, consequently, he tells his hearers he has not learned to speak a language correctly. It tells a story that a battle is taking place, possibly of more consequence to a nation than a major battle in any great war. A dialect is fighting another dialect for the supremacy of a people's speech.

Language to be truly a national system of observations, directions, and conclusions, must be proper to a people as a whole. Of the four well developed dialects of France, only one was able to become the recognized language of that country. Each of the other three, even to this day, remains simply a patois. A dialect is restricted to classes or places, but it does not, however, become a patois until another dialect becomes predominant. The standard language of a country, after all, is only a dialect which has become so valuable that it is generally used by the educated class. Cultured people have found it to be a suitable means of communication; by it they can express their personality, their thoughts, and feelings better than in another dialect. It is an error to think that dialects are modifications of the same language. A dialect struggles against another dialect in a country until one or the other has gained supremacy and has won the support of cultured writers and speakers throughout the length and breadth of a nation, or throughout a tribe, or a family of peoples.

As language is a mirror of the activities of a more or less unified group, it becomes good language when it successfully manifests the culture of this people. When unity in a community is strong, more uniformity is found in a language. Influences, nevertheless, are working to undermine this unity, yet, on the other hand, factors are present to preserve

it. Certain barriers, which, when set up, create dialects within a nation, are broken down by travel and communication, uniform education and religion, and those social forces which develop a sameness of purpose within a people.

English spoken with a foreign dialect remains longer in this country since the reasons for its existence are perpetuated. People from one nationality still tend to crowd together in our cities, or in our rural communities, Many still have keen interest, cultural or financial, in the happenings in Poland, Hungary, Italy, or other like countries. Some find it necessary to speak foreign language in a home exclusively. The home and neighborhood environments are often bad for the development of good English speech for many people in different sections of this country. Many like reasons for foreign dialects are appreciated, but among the causes for broken English is one not always considered.

Many foreigners who came to this country did not know their own language very well. and could not teach it correctly to their children. In truth, a person who has taken a foreign language, French, for example, realizes the difficulty of these people. One of his own difficulties came from his ignorance of the idiomatic expressions of his own language. He was often unaware of his own mistakes in speaking or writing English, until he found himself comparing the syntax of the foreign tongue with that of his own. The person who knows Polish well will generally learn to speak English well if he has the desire to transfer his experiences in this tongue. He would not be content to use English symbols that inadequately express his mental and emotional life, and he would use symbols that are socially and financially of worth to him.

It is a common experience that if one wishes to write well he must learn to edit well. In conversation, as well as in public speaking, he has no time to edit his remarks. Some people who speak with a foreign accent write passable English, but their writing scarcely expresses, as clearly as their speech, their mental attitudes, their emotional bias, and their ways of life. Their writing may manifest more of their characteristic judgments, but not those qualities associated with personality, place, race, and social standing.

A rapid survey of the dialects, foreign and local, that are in this country can cause only apprehension as to what type of language is developing. One can say with S. T. Coleridge (Biographia Literaria, 1817), who observed in his day a breaking down in the style of English, "Our chains rattle even while we are complaining of them." Yet we can be equally optimistic with him when we realize the number of agencies, like radio, newspaper, and education that are maintaining a linguistic

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unity among Americans. "Much," Coleridge remarked, "much, however, may be effected by education." And we may add a provision to this remark, provided a standard or norm of language is truly appreciated by the everyday average citizen and, incidentally, not the narrow standards of some educators who themselves speak a kind of full-dress semi-ecclesiastical patois with expression and pronunciation quite generally divorced from the speech of the educated class now beyond the province of the classroom. Neither is a standard of diction necessarily the norm that leads a person to pronounce well dull nothings. Good pronunciation need not be despised simply because it is attached to uninteresting matter.

In any language a person can mark off its standard form from other dialects by means of three criteria: pronunciation, grammar, and vocabulary. Of these, pronunciation is perhaps the most commonly noticed element, and often the one that determines a dialect. In any tongue, a person generally can distinguish three kinds of diction: a learned one in which a person is exact in the quality and quantity of his vowels and consonants, observes nice distinctions in vocal expression, and obeys, in general, the particular laws relating to style and elocution of his native tongue. This speech form, one would expect to hear in the best public speaking, on the stage, in the pulpit, in the better class of motion pictures, and in radio programs.

The second type of pronunciation, commonly called popular, is characterized by frequent inexactness of vowel and consonant formations, and by excessive tonal fusions - the running together of words, generally accompanied by wide extremes of vocal modulations. The verbal expression of a person could hardly be understood were it not for the wealth of pantomimic expression, and vocal nuancesthe giggles as well as the more profound colloquial touch. A person using popular diction invariably avoids making his speech complicated. His aim, whether he is conscious of it entirely or not, is simplicity. But what he gains in simplicity, he generally loses in clarity, and frequently he cannot give nice expression to his thinking and feeling.

The final classification of pronunciation falls within that heard in the society of educated people, who do not acquire such polish of diction that few can get near to the substance of the remarks. Vowels and consonants are given their just due, without the speech form becoming so refined that it can justly be called pedantic. Pronunciation can be accurate, yet its accuracy does not prevent a spontaneous factor from entering into the speech. Educated people, who believe in a standard of language, do not all speak alike, and do not lose their ability to express their own personality because they speak in good modulated and pleasing tones. But the danger of overcultivation abounds equally with undercultivation. The norm of language cannot be too finely drawn or too subjective. The class standard is the norm of good English which is spoken everywhere in the entire world with an astonishing degree of uniformity. In fact, even an American who has been fed with the notions of a stage Englishman may fail to discover from his partner's speech that he is from London or Liverpool. Any world language—French or German, has a class norm. The speech of the educated people of any tongue has a right to be considered the standard of a language.

The tendency today to overemphasize geographical boundaries when discussing speech standards is very unfortunate and misleading. Educated people belonging to the South, East, North, or West of the United States, seldom use the extreme dialectic forms of their own part of the country. More variances in language are due to differences in social levels than to differences in geographical locations within a country. In fact, changes from the standard frequently heard in one part of the country are observed in another part, for example, some variant pronunciations of Maine are common to Iowa. Some pronunciations heard in Wisconsin, and not due to foreign dialects, are also heard in New Jersey.

Within the boundaries of a standard pronunciation, are many allowable alterations, for instance, some people pronounce the vowel in the word past with the ah sound, while others pronounce it with the vowel in pat. Both variants are heard in the mouths of educated people from London to Bombay, and from Bombay to Brooklyn. When past, however, is pronounced with the first vowel in awful or grace become grahce, these variants are seldom heard among educated people, but more often among those who aim to ape manner, and are really uninformed as to the correct pronunciation of certain words. Past is not pronounced as pest. This variant sound is heard in the mouths of those who have little interest in the standard forms of any language.

The right to a foreign dialect has been justified by some people on the basis that dialectic English is equally as good American speech as that used by the educated class. In other words, some people place the English spoken with the peculiarities of some foreign tongue on equal level with standard pronunciation. Indeed, they are really asking those, speaking a tongue approaching the standard, to justify its right to supremacy, since they are acting upon the assumption that all dialects in a country should be of equal rank. The position of those who justify foreign dialects, or who are willing to accept them without disfavor, might be unassailable if no dialect had a preponderance of values in its favor.

Since English, spoken throughout the civilized world, has become the approved language in America, it must be accepted as such until its supremacy is overcome. It has justified its existence by its literature and social values. When a person has dictionary authority for any pronunciation, he can be assured that this pronunciation is in the speech of educated people. All dictionaries may not agree upon the position of a variant, whether it is to be placed first or second in general use, but they do report only the variants used by the cultured class speaking English throughout the civilized world. (Some dictionaries report coloquialisms, but mark them as such.)

Admittedly, there is difficulty for any Amer. ican to speak English well, in view of his ancestry and early environment, but he has a duty to himself, his neighbor, and family to further the cause of good speech. No academy in America or in England, decides what is good or bad pronunciation. Every educated man must judge whether his speech has placed him in the educated class. Whether he judges his speech or not, others will make decisions about it, and they will place him in a class according to the manner of his speech, Americans, like people of other nationalities, are exposed to the slip-slop speech of their environment and to the linguistic dissipations of their age. Some among them may not value their linguistic inheritance to the same degree as the French or the German. Either of these will bluntly tell the American, who sometimes maintains that he is speaking good German or French, that his speech, as the case may be, is not French or German, while it has the peculiarities of English diction and syntax,

If a person holds to a standard in a language, his action does not imply that he is in rebellion against the viewpoint that a language, well established, has the capacity to grow more expressive. He is valuing the objective norm over the personal right of an individual to be the sole judge of his pronunciation. Although no standard can ever be completely enforced, those who attempt to reach it will tend more and more to speak in conformity with the speech of a cultured class; those who are content with the local or foreign dialect will incline more and more to isolate their speech from the international norm of their language. Diction always will reflect the daily life and habits of a people. For years men have had the opportunity to reject or accept any of the oral symbols of the English tongue. What they have accepted should be recognized until new forms have demonstrated their value.

#### Summary

The number and kinds of language spoken in America are creating a linguistic problem. What type of language is now being formulated should be a matter of concern to everyone. What the growing language will be, no one can tell, but only surmise and predict its nature. The change is noticeable in American speech if it is taken at different social levels. A change is, of course, taking place in each European language, but its significance is recognized, and the lower levels of speech are not held to be equally as good as the speech on the higher levels. English, as we know it, has remarkable possibilities for expression. It has a literature of widespread interests. As a dialect, it has won its place over competing dialects. Those of the educated class who speak it have a right to set its standards. Standard German or French is recognized for its worth. Good English need not be placed in the same class with broken English. Good French or good German, as well as good English, may be spoken by a person, and each language will give him its own particular advantage, and bring to him the wealth of its own culture.

# Speech Improvement for the Elementary School Geraldine Garrison \*

The busy classroom teacher does not have time to do individualized speech therapy, but she does have an opportunity in her regular classroom work to call attention to poor speech habits; and with an understanding of the speech problems involved, she often can help the children to overcome their defects and to obtain acceptable American English. "Speech that does not call attention to itself" is good acceptable American English and should be the goal set up by each classroom teacher. The following suggestions for speech improvement are intended for the classroom teacher who has had little or no training in corrective speech, and the trained speech therapist will benefit little from them.

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In every classroom there are a number of children who have speech that is very difficult to understand: these children have not, for various reasons, learned how to form their speech sounds correctly. Many children without help are able to eliminate their sound substitutions and peculiarities, but many are not able to obtain acceptable speech without help. As the speech defective child grows older, he is often subjected to humiliating incidents. His little friends call him "mushmouth" and other names so that he feels inferior, shy, and not accepted as one of his group. His feelings of insecurity and not belonging often lead to his disliking school, and that feeling may lead to truancy or even worse results. Often help in the lower grades would have prevented all of the failure, personality mal-adjustment, and dislike for school that may come in the later years.

The classroom teacher can do much to help these handicapped children by spending only a few minutes a day in either group or individual work. Either the reading class or the spelling class offers a good opportunity for the class to work as a group on improving their diction; making final consonants distinct; overcoming lazy lips; eliminating harsh, thin, nasal voice qualities; and in establishing the correct formation of speech sounds. These classes offer an excellent opportunity to associate the written symbol with the spoken sound so that the child gets the stimulation by means of the visual, kinesthetic, and auditory sense. Much can be accomplished by using five to ten minutes a day. Thus in the group the child is not singled out as being different, and all of the children realize their need for better speech and

\*Connecticut State Department of Education, Hartford, Conn. The article is reprinted from the American School Bowd Journal, Nov., 1946.

#### The Human Speech Mechanism

Before the classroom teacher begins the work in speech improvement, she should have a working knowledge of the speech mechanism. No part of the human body was made for the production of speech alone, but man has been able to take the available mechanism and use it for a twofold purpose, and as a result man is able to speak and communicate to others his ideas. desires, and dislikes. The lungs supply air both for keeping man alive and for the production of his speech. The so-called voice box or larynx contains the vocal bands which have been misnamed the vocal cords. Now in order for the teacher to be familiar with the different parts of the mouth used in speech production, she should put her tongue to the upper teeth. then move up until her tongue leaves the teeth and she feels them under her gum; this is called the teethridge or the alveolar ridge. As the tongue is raised higher in the mouth, it touches a hard substance known as the hard palate. Then as the tongue is moved farther back in the mouth it feels a soft place known as the soft palate; the soft palate region and the uvula hanging down in the back of the mouth are all known as the velum. In the larynx the vocal bands can be felt to vibrate. These vocal bands vibrate for some speech sounds and they remain quiet for some. The child gets the idea of their vibration if he thinks of them as a motor in an airplane or engine. He can feel them vibrating if he puts his hand on the larynx or voice box. Practice should be given "turning on and off the motor" until he is able to do it at will.

#### Using Life Situations

When trying to teach a child a correct sound, always use every available means to give him a life situation. There are many sounds in nature and in his everyday life which he recognizes and can make correctly such as the sound the wind makes as it blows around the corner of the house (the z sound); the sound the radiator makes, air coming from the tire, or the warning the snake gives (the s sound); the name of the train chu-chu (ch sound); the noise the spitting cat makes (the f sound); the growl of the dog (the gr blend), and many, many more. The sounds can easily be transferred to the child's speech vocabulary, thus using them as part of a word which he has been making incorrectly.

The child may make correctly a sound in one position and not be able to make that sound in the other positions, or he may be able to say a speech sound correctly in only one word. When he does have a speech sound correctly made in his speaking vocabulary, work from that correct sound to forming it correctly in other positions and in other words. By positions is meant the initial position, pie; the medial position (supper); the final position, cap. If the final p is made correctly, associate it with the initial sound to get a carry-over in the word pie.

Remember the name of the letter is p, but when we say the sound we do not say p, we say the sound combined with a vowel as pu, pa. Try it and see. Thus we say the p letter or symbol and the pu speech sound.

Remember the basis for correcting articulation defects is ear training. We talk because we hear and we tend to say what we hear. So the child should hear the correct pronunciation of a word many times or until he is able to tell when the word is said correctly and when it is said incorrectly. If after a lot of ear training the child is still unable to make the sound correctly, then combine speech corrective devices with the ear training. Generally it is thought best to make "play" out of the corrective work, but often children even in the first grade love to do "real work." The following helps often are useful to the busy classroom teacher, and the children generally like the exercises. There are many ways to get the correct formation of the different speech sounds, and here are ways often found helpful.

#### The Troublesome Consonants

The consonant speech sounds give the most trouble, but they are not too difficult to correct. First there must be ear training. Then remember we talk not in speech sounds, not in syllables, not in words, but in sentences using the speech sounds, syllables, and words. Even though there is drill on sounds, syllables, and words we always finish the work by using the practiced sound in a sentence. If the child can make the speech sound correctly combining it with the various vowel sounds, he can say the sound correctly in any word. The following nonsense drills are examples of ear training and drills.

	sss-si-si-si-side.	Sit on this side of the table.
	sss-si-si-si-si-sit.	Please sit here.
	sss - sa - sa - sa - sa - sail.	There is a sail- boat.
•	sss - sa - sa - sa - sa - Sam	(sentence)
	sss - sau-sau-sau-sau- sour	(sentence)

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 sss - se - se - se - se - seed
 (sentence)

 sss - se - se - se - se - set
 (sentence)

 sss - so - so - so - so - sold
 (sentence)

 sss - so - so - so - so - solid
 (sentence)

 sss - su - su - su - su - Sue
 (sentence)

 sss - su - su - su - su - supper
 (sentence)

 sss - so - so - so - so - so - so
 (sentence)

Let the child see the symbol, hear the speech sound, and get the muscular feel as he says it. It is often helpful to use a mirror letting the child see what he is doing. Let him see you, as the teacher, do it correctly; then compare what he is doing with your correct model.

#### How Consonants Are Sounded

Briefly, here is a summary of the ways in which the different consonants are made. There are other ways, but these are probably the easiest and best.

h is made by simply sending the breath out through the lips. If a child omits the sound of h, let him "puff" or "cough," feeling the air on the back of his hand. The teacher demonstrates using the child's hand. Then add ha, hi, and the other vowels to the puff of air.

p-b are made exactly alike except that the vocal bands vibrate for the b sound. These sounds are plosive sounds, that is, the lips are held firmly, the air is dammed up and then released with an explosion thus plosive-explosion. It is often helpful for the teacher to hold the arm of the child between her forefinger and thumb quite firmly then release it quickly. If the b sound is made correctly, simply turn off "the motor" in the throat to get the p sound. Combine the sounds with the vowels for drill; then use the list of words: pie, paper, cup, boy, baby, tub.

m is a nasal sound. The soft palate is

m is a nasal sound. The soft palate is down so that the breath comes through the nose instead of the mouth; the lips are together lightly. Humming generally produces a good m sound: man, summer, arm. Combine m with the vowels for drill; use a list of m words that are in the child's

everyday vocabulary.

w-wh generally do not cause any difficulty. The lips are rounded and the child sends the breath through the rounded lips. If the wh sound is not made correctly, have the child blow with more force than for the w sound, letting him feel the air on the back of his hand. Went, away, ———. (The final w takes on the vowel sound.) Wheat, somewhere, ———.

(There is no final wh.)

f-v are made alike except that the vocal bands vibrate for the v sound. This sound is made by biting the lower lip and blowing the breath stream continuously. Often the teacher can slip the child's lower lip up to his teeth as he blows, thus making the sound. It also helps to let the child see in the mirror just what is being done. If the f sound is made, "turn on the motor"

to make the v sound: four, after, leaf; vine, river, stove. Use the consonant plus the vowels and a list of f-v drill words. Sometimes the child who cannot make the f sound can imitate a spitting cat which is the f sound.

#### The Difficult "th"

th as in bath, th as in bathe. These sounds are made alike except that the vocal bands are vibrating for the th in bathe. The th in bath is called the theta, and the th in bathe is known as the thorn; these names date back to the Anglo-Saxon language. The th sounds are normally made by touching the back of the upper teeth with the tip of the tongue. The child who does not make the th sounds correctly, however, will have difficulty making the sound this way as there are several other speech sounds made near this position. The child will have little trouble making the th sounds if he is instructed to stick out his tongue between his teeth pretending that the teeth are holding the tongue which is pulling and trying to get away; the tongue is successful and does slip away from the teeth, thus making the th. This prevents the child from biting up and down on the tongue which will not produce the th sounds. It sometimes helps for the teacher to pretend that the child's fingers on one hand are his tongue while her fingers and thumb are his teeth. She holds his fingers firmly while he pulls them away; thus he gets the idea of pulling his tongue through his teeth. Thank, nothing, both (theta); these, father, bathe (thorn). If the theta is made first, "turn on the motor" to get the other th sound (thorn).

s-z are made alike except the vocal bands vibrate for the z sound. Combine ear training with sounds in nature, bees, snake, sound of the teakettle, air from the tire, etc., to stimulate these speech sounds. Since it is impossible to see how the s-z sounds are made, it is helpful to have the child put the tongue up to the alveolar ridge, put the teeth practically together, keep the lips straight across and not arched, and send the breath straight out, trying to hit the central front tooth. Combine the s or z sound with the various vowels, making nonsense syllables, words, and sentences. The z sound is made by "turning on the motor."

turning on the motor.

#### Two Plosive Sounds

t-d are plosive sounds, as were the p-b speech sounds. t-d are made alike except that the vocal bands vibrate for the d sound. The tongue goes up to the alveolar ridge, the air is dammed up and suddenly released with force. Let the child feel the breath on his hand as the teacher correctly makes the sound. Let the child see the teacher's tongue as she makes the sounds, combining them with the vowels and in words, table, letter, cat; day, lady, bird.

I is made by putting the tongue up to the alveolar ridge and then letting the air spill over the sides of the tongue; thus it is the only lateral sound in the English language. Generally the child who is not making the I sound is letting the tongue lie on the floor of his mouth, and by simply showing him that the tongue goes up to the roof of the mouth and by showing him how to make la-la-la-lady, li-li-li-li-li-like, lo-lo-lo-lo-load, la-la-la-la-laddie, he is able to make the *l* sound easily.

n is made by putting the tongue up to the alveolar ridge and letting the sound come through the nose. This sound is generally made by making the child conscious of the vibration in his nose and face. Humming with the lips apart while the teacher gives the ear stimulation by saying the n sound will nearly always

bring a good n sound.

The r sound is both a consonant and a vowel sound. The initial r in red, rose, rabbit are all consonant sounds and are made with the tongue at the alveolar ridge, while the r sound in burn, girl, fern, fur are vowel sounds and are made in the mid-position of the tongue and mouth. The r speech sound requires much ear training and is often one of the most persistent defects to correct. Do not tell the child that the sound in red, roses, rabbit is er because it is not; and when the child is taught to say er red, er roses, er rabbit he has not made a correction, but he has added a speech defect. Combine the r with the different vowels in nonsense syllables to give auditory kinesthetic and visual perception. If the child substitutes the w for the r show him in the mirror that he is using his lips instead of his tongue to make the r sound; show him that the lips are not rounded for the r, but are pretty much straight across.

#### Turning on the Motor

sh-zh are made alike except that the vocal bands vibrate for the zh sound. To make these sounds take the position for the s, move the tongue a little farther back in the mouth, open the teeth some, round the lips a little and say the sound for the child to hear and to say with the teacher. zh is made from sh by "turning on the motor." Shoe, brushing, dish; pleasure, garage.

ch-j are made alike except that the vocal bands vibrate for the j sound. The child generally can make the ch sound if he is reminded that it is the same sound the train makes: chu-chu-chu. This sound is exploded some, and the child often can make it correctly if he sneezes or coughs out using the sound chu as he sneezes or coughs. Chair, teacher, each; John, engine, orange. Use the vowels, combining them with the ch-j sounds, in words and in sentences.

y is made with the tongue on the flor of the mouth. If the child says lello for yellow, he has the tongue at the alveolar ridge, and by simply putting it behind Those ever represent the the will

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his front teeth, with practice, he says yellow.

k-g are made alike except that the g sound has the vocal bands vibrating. These sounds are made by the back of the tongue moving up to the soft palate, damming up the air and then releasing it suddenly with an explosion thus making the sounds plosives. The child generally makes the k-g sounds immediately by telling him to pretend that he has a piece of popcorn in his throat and is trying to cough it out. Combine ear training with the exercise using the various vowels, words, and sentences.

ng is not a combination of n and g but it is a new sound which probably came into the English language during the Anglo-Saxon or Middle English period. Children with foreign language background usually sound the g in addition to the ng thus singing is singging. The child generally makes this correction by having him think of the sound as n and not pronouncing the g; he will, with practice, say singing and not singin' as might be expected.

There are a few sound substitutions that every teacher comes in contact with; and although they are annoying, they are fairly easy to correct. These suggestions, if sufficient practice is given, usually eliminate the difficulty.

y is substituted for I giving yady, yamp, yemon for lady, lamp, lemon. The tongue is lying on the floor of the mouth for the y sound; so have the child lift it up to the alveolar ridge. Give ear training showing the difference between the two sounds, and practice the exercise of combining the I with the different vowels. Example: la-la-la-lady, la-la-la-lamp.

1 is substituted for the y sound. The child is holding his tongue at the alveolar ridge when it should be behind his front teeth; put the tongue in the right position and use ear training combined with vowels vel-vel-vellow.

#### When a Mirror Will Help

w is substituted for the 1. The child is making the sound with his lips instead of using his tongue. By use of the mirror show him what he is doing. Use ear training with the vowel drill.

w is substituted for the r sound and the child says wed, woses, Little Wed Widing Hood, wabbit for red, roses, Little Red Riding Hood, rabbit. Again he is using his lips to make the sound of r instead of his tongue

t is substituted for the k sound, and the child says tandy, ice tream, boot. When the child substitutes the t sound for the k sound, he is using the tip of his tongue instead of the back portion of his tongue to make the sound. Call attention to the back of the tongue by having him pretend he is coughing out the piece of popcorn. By the teacher's pushing up and out with her forefinger and thumb on the sides of the child's throat just below his jawbone,

the child will generally make a good k or g sound. Ear training plus drill should

th is substituted for s giving thoup, thoap, tham for soup, soap, Sam. The tongue is either between or touching the teeth. By use of the mirror, show the child that the tongue is not seen, but is up at the alveolar ridge while the teeth are practically together.

t is substituted for f. The child should be shown in the mirror how to bite the lip to make the f sound. The same procedure would be used if he said dine for

The following books are helpful in speech improvement:

Van Riper, Charles, Speech Correction, Principles and Methods, Prentice Hall, Inc., 1939,

This book, written in language and vecabulary easy to understand, gives general information about speech difficulties with specific helps in

correcting the defect.
Stoddard, Clara B., Sounds for Little Folks (Boston: Expression Co., 1940), \$2.50.
This book consists of pictures, word lists, and rhymes. It is an excellent book for drill materials in the lower grades and kindergarten. The children love it.

Schoolfield, Lucille D., Better Speech and Better

Reading (Boston: Expression Co., 1937), \$2.50.
This material consists of word lists and materials for the child who can read simple printed

Robbins, Samuel D. & Rose, Correction of Speech Defects of Early Childhood (Boston: Expression Co.), \$1.50.

This book gives specific helps on correcting

common speech defects.

comfort for both teacher and pupils is at a

minimum. If the church is used, the teacher

must stand all the time; and both large and

small children use uniform pews. With no

place to set a book in front of them and no

place to rest little feet that cannot reach the

kneeling bench, it is no wonder that fatigue

and restlessness appear. In most halls the

situation is not much better for the smaller

ones, for they have only chairs that are a

comfortable size for adults. Usually a hall has

the luxury of a few tables (adult size) on

which books may be placed and on which

# The Mission of the Vacation School

Sister Mary Vivia, P.B.V.M.

The mission of the vacation school - in the eyes of many — consists in teaching catechism and preparing the first Holy Communion class. Those are some external aspects of nearly every vacation school. But they are far from representing the real nature of this work.

When a teaching Sister gets a letter from the Mother General about two weeks before the close of school asking said Sister if she will be able to report at Pineapple Junction for vacation school on the first Sunday of June, she may have to pray to Holy Job for an hour or so. But the spirit overcomes the flesh, and she eventually drops a card telling the Mother General that she is grateful for the opportunity to do catechetical work in Pineapple Junction.

The desire to instill the love of God in young hearts or to deepen that already there has triumphed over the end-of-the-year fatigue. The apostolic spirit sees another opportunity to co-operate with God in the most exalted of all good works, the salvation of

Like forty hours, missions, and retreats, vacation schools are times of grace. Priests and Sisters engaged in the work are begging God for His graces on themselves and their pupils. Parents aiding in the instruction of their children find the stirrings of grace renewed in their souls, with a consequent deepening of their own spiritual life. Even careless parents respond to the promptings of grace and make the vacation school an excuse for once more contacting the Church. It is not unusual to have parents come to the priest during the vacation school to see whether some well grown children of theirs may be baptized. Occasionally too, non-Catholic children who come along with the "gang" ask for baptism - or if not that, at least they make their first acquaintance with the Catholic Church.

There is much to be said about the physical setup of a vacation school. This is one aspect that might be improved by the activities of parish organizations.

Most vacation schools are conducted in a hall, a church, or a church basement, where \*St. Patrick's School, Waukon, Iowa,

Equipment of the School

writing can be done. Basements are cold, damp, and poorly lighted. Where a school building can be secured, the seating problem is solved satisfactorily. There, also, one finds the minimum essentials for effective teaching - blackboard and a place for displaying pictures, charts, etc. Though the working conditions for most vacation schools are quite poor, they really should be much better than those found in well equipped Catholic schools, where one has a whole year to do the work which must be

done in two to four weeks in vacation school.

If you've ever been asked to transport the luggage of Sisters assigned to a vacation school, you've probably remarked as you picked up a bag, "There must be lead in this one." As Sisters ordinarily find very little equipment in missions like Pineapple Junction, they carry practically everything except desks and blackboards. A couple of years we carried even kindergarten chairs for the smaller children. And I did see two nuns cart portable blackboards to vacation school. These are some other things Sisters pack for vacation schools.

Display pictures—one for each day so as to have a visual presentation of the doctrine to be taught—and even an easel for displaying

Books, such as Bible histories, lives of saints, New Testament, missals

All materials for projects: colored paper, pictures from religious catalogs, and greeting cards, paste, scissors, cardboard

Recreation material: balls, bats, bases, etc. As part of the preparation for the arrival of the Sisters, women interested in the work or assigned to assist in it could do some or all of the following things:

Provide accommodations for proper seating. Order recreation material.

Get supplies like pencils, paper, scissors, paste, crayons, cardboard, chalk, erasers.

Begin or add to a library of reference books for both teachers and pupils.

Send for literature appropriate for various age groups. The Messenger series, Catholic Boy, Catholic Miss, Mine series, the Catholic comics—Heroes All, Treasure Chest, and Timely Topix are the handmaids of religion teachers, for they present Catholic doctrine in practice and supply noble thoughts and ideals that linger in the mind and influence conduct after definitions have been forgotten.

Get a good supply of pictures. They are a necessity for teaching religion, as they stimulate the imagination, increase understanding, and arouse a desirable emotional response. By making the abstract concrete, they focus attention and sustain interest as religious truth is presented, thus economizing time and increasing learning.

If audio-visual aids are important in the ordinary learning process occupying nine months, they are much more necessary in the short vacation school process. Many parishes now have their own motion picture machine or they have access to the county agent's or county superintendent's machine. Films on religious topics are available and should be requested in time for use in the vacation school work.

The art usually found even in the humblest Catholic church testifies to our Holy Mother's recognition of the usefulness of visual aids. The story of the Passion is told in her Way of the Cross. Her windows and frescoes carry the stories of saints and of religious mysteries. And these are not slighted in the vacation school curriculum. Only — more are needed. Hence the religious pictures, the machine, and films

Providing these things will require the expenditure of money. Millions of dollars are

spent every year on children in Catholic schools. Why should the vacation schools be the starved element? Besides, the initial outlay will provide some materials that can be used for generations, as the obligation of educating children in a parish does not cease with one generation.

#### Transportation of Children

Transportation is not much of a problem in this part of the country, as families generally arrange among themselves for the transportation of their children on different days, and the parish priest assigns the persons to care for the transportation of Sisters when they live at a distance from the catechetical center. If there is a Catholic school in a nearby town, the Sisters teaching there are usually requisitioned for the vacation school. In this way the nuns can live their regular convent life outside of the teaching hours.

When vacation school helpers know of parents who do not send their children for instruction, they can prudently offer a means of transportation. Such action will truly be Catholic Action. The children themselves ordinarily are eager enough to attend the vacation school; so all that is needed is a little push to overcome the indifference of parents. The offer of transportation in cases like this should be made before the first day so that the children will not lose out on any of the too brief time of religious instruction.

#### First Holy Communion Day

When first Communion day comes, the Sisters like to make the ceremony as beautiful and impressive as possible. Here again the helpers can aid in providing flowers, decorating altars, preparing outfits for angels, pages, and acolytes.

Helpers who can't teach and who are willing to assist in the instruction are invaluable in vacation school work. To get the best results, one must have pupils graded as they are in school. When ninety or more children are under the care of only two or three Sisters, it is obvious that there will be great inequalities in grouping. Catholic teachers and young people alert to the opportunities for Catholic Action will find the vacation school offering them a field for the exercise of their zeal.

#### To Teach Christian Living

While the catechism is the principal instrument of instruction in the vacation school, the aim of the work is not merely to impart a scientific knowledge of doctrine, but to deepen Christian culture and to create a Christian mind and a Christian will in the person taught—to make religion the warp and woof of life. That is why the program includes religious art and craftwork, singing, devotional practices, functions, etc.

Religion is not just a subject learned from a "penny catechism." It is a life to be lived, a life in which the soul is convinced that it must seek first the kingdom of God. In communities where there is a vigorous Catholic home life, the work of the vacation school is simplified. There we find family prayer; pictures, books, and papers reflecting Catholic

thought; regular teaching of the catechism and prayers; a Catholic philosophy of life; wholehearted participation in parish life. All these things have had an unconscious influence in forming Catholic attitudes in the members of the family.

#### The Day's Work

For most schools the program of each day begins with Holy Mass, the children actively participating in the Missa recitata or singing hymns. The instruction period begins with prayers, flag salute, a hymn, followed by picture study and story, relating to the catechism assignment for the day. A good picture to correlate with the communion of saints and the forgiveness of sins is that showing God in heaven leaning toward earth as the priest elevates the Host in the Mass, while the holy souls have their prison opened by an angel carrying to them the fruits of the Mass. The story, then, would relate to the bliss of heaven. the interest of the saints in our welfare, or the great desire of the poor souls to be released from purgatory.

Picture study and story finished, the catechism questions on the doctrine for the day are developed. Then comes a period of supervised recreation.

The liturgy period immediately after recess may consist of singing approved hymns, practice of the *Missa recitata*, use of the missal, a visit to the church to learn what is there, a study of proper manners for church, and the like. A study of the Catholic funeral service for children and for adults would correlate with the doctrine of the communion of saints.

The activity period is devoted to work on a project; the training of Mass servers, sacritans, and choir; the making of a project book; or preparation for the reception of the sacraments.

The Angelus and the Acts are recited before the closing exercise, usually Benediction of the Blessed Sacrament or the rosary said in common.

Another aspect of the catechetical work is the Saturday catechism class. This is sometimes conducted in a parochial school center, where the setup for teaching is ideal. More often, however, two or three Sisters meet the children to be instructed in the parish church or hall, where surroundings are similar to those of most vacation schools.

#### More Teachers Needed

While Sisters are glad to instruct in the vacation school or the Saturday classes, they are not without feeling the consequent drain on their energies. The double work they must do for the cause of Christ is occasioned by the failure of many young girls and boys to respond wholeheartedly to the invitation of Christ to give themselves and generously spend themselves for the salvation of souls.

The number enrolled in vacation schools would be considerably increased if the pupils attending public high schools would be cared for in every vacation school. To do this, more teachers are needed, as it is impossible for two Sisters—or even three—to deal adequately with all the children from kindergarten

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to the senior year in high school. While the numbers may not be too large, the mental differences are too great. Where junior and senior high school pupils are grouped together, there is a consequent falling off in attendance. Good grading causes interest, attention, and achievement to climb like a thermometer on a July day.

It is a big mistake to think that the high school freshman has progressed beyond the need of religious instruction. With high school age come many religious problems that are too often solved in a manner ruinous to faith and morals. Social and moral attitudes that are being formed at these ages need the loving guidance of Holy Mother Church if the men and women of none-too-distant years are to escape the blasting of paganism which invariably follows secular education. The widespread secularization of life and the many defections from the Church in early adult life furnish strong arguments for the more thorough religious training of our junior and senior high school students. With one half of the Catholic elementary school children in our country - about 2,500,000 - attending public schools and only about 800,000 of these receiving any systematic instruction, we can see that no small problem confronts religious leaders eager to remedy what Pope Pius X alled the greatest calamity of the age: "ignorance of divine things."

If religious knowledge does not progress hand in hand with scientific knowledge, we have no Catholic lay leaders competent to present and defend their convictions before men of high mental caliber. Four-fifths—or about 1,500,000—of the Catholic pupils attending high school are in public schools, while twelve-thirteenths of Catholic young men and women in colleges and universities are not in Catholic institutions.

How can these high school and college graduates be effective workers in the ranks of Catholic Action if their religious education has not prepared them on the adult level of understanding and expression? Entering high school as children, they emerge as young men and women. How can they who learned so well how to put religion out of the daily picture transmit the tradition of a life permeated by religious principles? Catholic training must reach out to these young people, too, as well as to those of the elementary grades, until such a time as the ideal of the American hierarchy is realized: Every Catholic Child in a Catholic School.

#### Help for Youth

The big problem is how to reach these high school pupils. The vacation school scarcely ever enrolls many, for they are working during the summer or they consider themselves too big for vacation school. After Mass on Sunday is a poor time to assemble them; and after school is a still worse time, as they are fatigued or must catch a bus or are engaged in one of the leisure time activities provided in the public high school.

Some solutions for this problem have been worked out successfully. One of these is the study club, which meets in the early hours of

an evening or two a week to discuss religious truths and their application. A social hour in the parish hall after the meeting helps to draw the young people:

Another solution is that of released time, granted by the school board at the petition of parents. This takes different forms. In some places the local priests come to the school, where they use the rooms and other facilities for carrying on classwork.

Some catechetical schools have adopted the technique of the communists: indoctrination and capture of key positions. The indoctrination is carried on by the Catholic pupils in the public school. They watch for and seize every opportunity to place Catholic ideas and doctrines before their classmates. When they have a theme to write, they choose a Catholic topic. In their public speaking classes they talk on Catholic subjects. The public school for these pupils is a laboratory where they may put into practice what they learn in their released time classes.

Catholics try to get key positions in the school: Every class should have at least one Catholic among the officers. The school paper must have a Catholic representation. In every club and on every committee in the school there should be at least one Catholic officer. The teachers should keep constantly before these young people the idea that they must be other John the Baptists to prepare the hearts of their fellow students for the entrance of Christ.

Still another method used to reach those not receiving religious education is designated as the "Trenton Plan." Under the leadership of Bishop Griffin of Trenton, N. J., parents and children gather in a neighborhood home to receive instructions from Sisters who follow a schedule of home teaching. The Sisters drive their own cars from place to place, working out from a center, thus observing Christ's command, "Go and teach."

The latest instructional development in religion is the correspondence course, which has grown apace since the war. Popular with the soldiers, it is now an effective instrument for the instruction of rural and public school children whom the teacher meets only once a week — or even less frequently.

#### The Confraternity

The organization that inaugurated and sponsors the vacation school is the Confraternity of Christian Doctrine, dating back to the sixteenth century and associating with its history such giants of holiness as St. Philip Neri, St. Charles Borromeo, St. Robert Bellarmine, St. Francis de Sales, St. Peter Canisius, St. Pius V, and — in modern times — Pope Pius X.

Catholic Action presents a challenge to us of this modern age, when the world is reaping the fruit of its sowing of secular education. It is a challenge to everyone to become a more enlightened member of Holy Mother Church; an articulate member able to express himself and explain the faith to the children in his own home; an apostle, carrying the torch of faith to those outside the Church, those whom none but the lay apostle can reach.

It is the desire of our Holy Father that adults, as well as children and adolescents, continue to study their faith, making use of the study clubs in parishes and the copious supply of Catholic literature coming from the press daily.

Thus the people of America—the America that both Pius XI and Pius XII called the hope of the Church—by study and reading deepening their own faith and loyalty, may console the apostolic heart of our Holy Mother, yearning to draw all into Christ's "eternal and universal kingdom, a kingdom of truth and of life, a kingdom of holiness and grace, a kingdom of justice, of love and of peace."



Exhibit for Catholic Book Week, 1946, at St. Joseph High School, Oklahoma City, Okla. The project, sponsored by the art class, was dedicated to Our Mother Mary.

# The CATHOLIC SCHOOL JOURNAL

#### Editor

EDWARD A. FITZPATRICK, PH.D., LL.D.

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### Question of the Month

The Parish Priest and the Parish School: Should the training of the diocesan clergy include training as the principal of a parish school? Training for general oversight with appreciation of good educational practice? Financing the parish school and essential costs? What is the pastor's responsibility as the bishop's representative? Temporarily in loco parentis? To the local community? Who should give the regular instruction in religion in all classes of the parochial school? Who should prepare the classes for first Holy Communion? For Confirmation? What is the responsibility of the pastor for poor instruction? For inadequate equipment? For insanitary conditions? For poor textbooks? For size of classes? — E. A. F.

### The Catholic Youth Movement No. 1

The Catholic Youth Movement is fortunate indeed in its episcopal chairman, the Most Reverend Richard J. Cushing, arch-bishop of Boston. He is, in the first place, a warm personality, gracious, unaffected in his simplicity and his desire to serve. He wants to help and he wants and welcomes help. He will gladly "carry the ball" but he wants all the "interference" he can get, nor does he seem unaware that the interference, in making the "hole," and picking off the opposition, is doing the essential if less spectacular work.

The youth movement needs exactly this kind of self-effacing and self-sacrificing leadership. We have seen lately too much desire for credit from religious who ought not to let their left hand know what their right hand is doing. This generosity appeals to youth, and will energize them in ways that regimentation will never do. Youth itself will be the stars of the cast in the youth movement. The archbishop, including his advisers, will be there to stimulate as well as to guide, not, however, merely by virtue of his position - which will be inspiring enough — but by virtue of knowledge and insight. In this way, the youth movement will develop a tested leadership and a constructive program.

The archbishop has called to his aid quite a diverse advisory group. He met them in Boston, and won their hearty co-operation, not merely their acquiescence. He was aware of the problems of youth, but seemingly was turning them over to the advisory board, who were, according to the archbishop, the experts with the sifted experience and the technical "know-how." He gave the group the idea it was their job and he was their helper. That itself was an excellent job in leadership.

There is a genuine interest on the part of the archbishop in boys and girls, young men and young women. He wants to be with them, to talk to them, and to learn their problems firsthand just incidentally. This is basic, and the youth movement will grow in breadth and in depth both in its leadership and in its service because of its leadership.

One of the titles of the Pope applies to all bishops and priests, who promote the kingdom of God. It is the "servant of the servants of God." This title is peculiarly applicable to Archbishop Cushing: the servant of the servants of God. — E. A. F.

#### **Business and God**

A full-page advertisement appeared in a New York-newspaper on Sunday, May 4, with this dispay heading: "We Suggest You Listen to the Greatest Story Ever Told." This advertisement by the General Tire and Rubber Company begins: "This is an unusual advertisement. It invites you to listen to the radio program of a competitor of ours.'

The advertisement is unusual not only in its content but in its spirit. It supports a movement that would save American business if it were general - the braking force of moral ideas in every aspect of business. The radio program, sponsored by the Goodyear Tire and Rubber Company, "draws upon incidents from the Bible to refresh people's minds about the most radical doctrine ever preached." It is indeed a radical doctrine - the supremacy of moral law in all human relations - but it is the kind of radicalism that could not be broadcast in Russia. The advertisement

It would disturb the Russian worker to know that man is not the tool of the state to be enslaved and denied the fruit of his labor; to de disenfranchised, displaced, interned, or liquidated by political whim.

It would disillusion him to know that there is a government under which, by simply having faith in God and a decent respect for one another's rights, as members of His family, he can live more happily than by giving in to despair of Him and hate for one another.

While we do not regard the wording as entirely happy in its expression, yet, because American businessmen think it good business to spend thousands of dollars on advertisements and more thousands on radio programs to broadcast the religious message, we want you to read the rest of the message:

The Greatest Story Ever Told has all the impact of news - radical news for a world beset by the suspicion and hate which Communism spreads and feeds on.

It reminds us that without faith men have no moral yardstick by which to judge the motives of their leaders. The most powerful man of the hour is [a] god, accountable to no one, not even his own conscience.

This we have seen happen in the to-talitarian states of our own times—ever since World War I, when the unmoral leaders of materialistic Germany used Lenin to spread the cancer of atheistic. Communism through Russia as a germ weapon of that war. This same insidious weapon is being beamed toward us.

At the core of this evil is an unmoral, Godless ambition which is the competitor of the American social ideal—as the criminal, without morals, is the competitor of the honest man.

This is the iron rule of Communism which a handful of vengeful people would substitute for the Golden Rule among us

Listening to a radio program may seem a small weapon against so grave a danger. But unless the great majority of us deem it worth while to renew our faith in the Source of our power and blessings, we may not find the strength to preserve them. - E. A. F.

#### 2×8:25 SAVE FOR YOUR FUTURE

Deep in the heart of every one of us is the desire for personal financial security. To own your home or business ... to educate your children . . . to provide retirement income . . . to be financially independent. For these things you work and save.

Regular investment in United States savings bonds will bring you steadily nearer your goal.

Series E bonds in ten years return \$ for each \$3 invested.

Series F bonds in 12 years pay \$100 for each \$74 invested.

Series G bonds sell at face value, bring you an interest check each six months for 12 years at 21/2 per cent per annum.

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# The Hearing Handicap in the Classroom

Florence A. Waters \*

FEW of our teaching Sisters have not, at one time or another, met the problem of the hard of hearing child, whether or not they recognized him as hard of hearing—a little slow on the uptake, perhaps; maybe a little odd, hard to understand. He may have been labeled a behavior problem. Misunderstanding is natural in view of the fact that deafness often makes such an imperceptible approach as to remain unrecognized until well advanced—unless an audiometric test reveals the slight defect.

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#### A Real Problem

Doctor Gordon Berry says that the grade teacher often has to deal with the complicated problem of the child who cannot quite distinguish what she is saying. He can hear much of her conversation, but may lose the keyword of her question or sentence. Cumulative errors may lead the teacher to the conclusion that the child is stupid. This reacts on the child and makes him embarrassed and reticent. When the times comes for him to advance a grade he is not ready to go on. An economic and social problem has developed. In this age of mechanical and electrical wonders the teaching Sister may look to the audiometer for the first step in the solution of some of her classroom problems. With the disclosure of defective hearing the way opens for intelligent handling of these problems. But the bewildered teacher who has had no advice about this particular infirmity may well ask, What is the way?"

Assuming that a hard of hearing child is given lessons in lip reading, perhaps fitted with a wearable hearing aid, what then? Or, assuming that neither of these valuable props is available, but the child is seated in the front of the classroom and as near as possible to the windows, giving residual hearing and vision every advantage — with the assurance that the handicap is not great, may the busy teacher conclude that all possible has been done?

#### Understanding Help

There remains the teacher's understanding of the many ways in which defective hearing may bewilder its victim and upset his emotional balance and of the many ways in which the may iron out some of the numerous difficulties that beset his path. An important consideration is that he is still able to keep up with his more fortunate companions, provided he is given his teacher's sympathetic understanding. This should demand little individual attention. Where it consumes time allotted desewhere the child does not belong in her classroom.

Sympathetic understanding does demand some little study on the part of the teaching Sister who finds happiness in "reaching down and lifting little people up." And the teacher who loves her work will welcome any advice that may help her cope effectively with any perplexing question.

Bureau of Education, Archdiocese of St. Paul, 240 Summit Ave., St. Paul 2, Minn.

The Sister who announces that this or that child is getting along all right, that he isn't handicapped enough, if at all, to require any particular consideration, may be led to see that if the audiometer and subsequent study have pronounced him hard of hearing, he is hard of hearing, and that "getting along all right" without assistance of any kind may lead to appalling cost to the nervous system.

If this teacher will remember that here is a child who is average in every respect except that he is working at a disadvantage, he is using blunt tools, she will not look for attention and response to what she says from the back of the room or facing the blackboard. Bearing in mind the needs of lip reading, she will see that his eyes are on her face before she begins to speak to him. She will eliminate unnecessary and cluttering words from all her speech, thereby lessening any confusion there may be in the hard of hearing child's mind, and, incidentally, covering more work in less time.

#### The Teacher's Enunciation

She will cultivate careful enunciation through which the normally hearing children will benefit and her teaching ability increase. As a by-product of her kindly consideration for the hearing handicapped child, she will find gradual improvement in her speech. Her own and the children's appreciation of fluently and clearly spoken English will increase. The group will benefit while the one or two meet golden opportunity.

Careful enunciation is one thing, however, and a readable mouth another. As sharp-eared persons cannot be expected to hear where there is no sound, so hearing handicapped persons cannot be expected to lip read where there is no visible movement. The hard of hearing child will use his residual hearing to

better advantage with the teacher who enunciates clearly, but if he is more or less dependent on lip reading, he can use his skill only with the teacher who forms visible speech movements. This does not mean exaggerated movements — to be guarded against as most undesirable — but simply enough to be visible. Only a naturally tight-lipped speaker will meet difficulty in this respect.

#### Using Tact

The interested grade teacher may be instrumental in warding off undesirable social response to deafness, particularly exaggerated introversion. She will never ignore a child just because he is hard of hearing, or leave him out of any classroom activity, however small his part. To be accepted as a normal among normals in a normal world of work and play is the only way this child, helpless in the clutch of static or growing deafness, may retain sound mental health.

Sensitiveness may lead a hard of hearing child to try to lose himself in the crowd. While excessive shyness is not to be encouraged, the thoughtful teacher will not single this child out for attention that will put emphasis on his physical disability. She will even help him on occasions to remain inconspicuous.

Occasionally one finds a hard of hearing child who has in his home the intelligence, understanding, and guiding hand that lead to the development of self-confidence, self-respect, and to that quiet acceptance of the unalterable that is a gift beyond value. Such a child is blessed indeed. Can it be that some teacher was instrumental in the growth of understanding in the home? However, the wisest and kindest of parents and teachers cannot always spare this child of the groping uncertainty he feels now and then. He may think he hears very well, that he has missed nothing the teacher said. Yet, he knows from past experience that he is prone to make mistakes, that some activities take place for which he is unprepared and that throws him into confusion. If, when the routine of the classroom is broken, this child is told, individually, exactly what is taking place, and when and where and why, many a burden will be lifted from his mind. If other children may be trained to do this tactfully, so much the better.



- G. C. Harmon

#### The Reward

In this there is training of surpassing value for children who take five normal senses for granted. What these learn from their teachers of consideration for this or for any physical handicap will lead to that refinement of heart that will govern their treatment of handicapped persons throughout their lives, making the world a happier place for countless people.

The teaching Sister, who does not overlook the difficulties of the little girl or boy who is not quite perfect physically, will never be forgotten throughout the longest life, or beyond.

# What the Teachers Think

THE following questionnance supervisors, buted to superintendents, supervisors, THE following questionnaire was distrisuperiors, principals, and teachers at the 1946 convention of the Catholic Educational Association of Pennsylvania held in Philadelphia in October. Subsequently it was mailed to Catholic educators who were not at the convention, and the results, while certainly not conclusive, should prove interesting to those who participated in the survey and to those who have been experimenting with certain trends in education - new or old.

The questionnaire was compiled from questions stated in problem form by supervisors from the six dioceses of Pennsylvania submitted to Sister Mary Edana, Ph.D., supervisor of schools for the Sisters of Mercy in the Diocese of Erie. The results point to the following interesting generalizations.

Ninety-five per cent are of the opinion that teachers should not be changed from grade to grade at frequent intervals, that the desire for mastery in a certain grade area is far greater that the desire for new interests, that it is perhaps neither practical nor possible to train teachers to excel in all levels of education, elementary or secondary.

It is encouraging to note that although those who think it possible to take care of individual differences in large classes are in the minority, it is a substantial minority. All seem agreed on objecting to mass education.

It was surprising to note how much preference was expressed for standardized tests over diocesan tests or tests of the teachers' making. Evidently our Catholic teachers feel confident that their pupils can meet the nation's standards, or else they are of the opinion that diocesan and teacher's tests are based too much on "the work covered" rather than on "the work that ought to be covered." Many, however, stated that a combination of all three types of tests was preferable to any one

A small majority favored the integrated curriculum over the traditional subject curriculum, but, as judged by item 6, the preference was for a moderate integration.

Those interested in the preparation of the high school teacher, indicated by a slight majority that the average high school teacher can be prepared to handle all the subjects pursued by the class assigned her, that highly departmentalized work has lessened the character-training influence of the teacher and has made for poor study habits - probably because in the departmentalized setup no one person is responsible for the general training of the pupil, and because too many teachers are making assignments without realizing that the demands of other teachers require consideration. According to the results of this questionnaire, if the nondepartmentalized trend were followed; teachers should aim at earning the credits necessary for certification in the four or five subjects they will be teaching to the group assigned them before beginning the specialization necessary for acquiring a masters degree.

On the subject of extracurricular activities it seems evident that, although a large majority admit that such activities hinder the pupils' academic progress, an even greater majority is convinced that the habits and skills developed by participation in extracurricular activities compensate a pupil for any loss in

academic progress.

The survey shows an almost equal division between those educators who think that assignments should be done at home and those who think they should be done in school, but an overwhelming majority admits that teachers, on the whole, fail to teach their pupils how to study. Practically all who indicated that habits of study are best developed by careful supervision added that demonstration on the part of the teacher is absolutely necessary. In other words, we must go through many study processes with the children to show them how to study. We must actually dramatize for them the preparation of their lessons.

No percentage is recorded for item 18 because unfortunately the problem was not stated in a way to give those who don't object to children's being taken from their classes for music lessons, etc., an opportunity to express their opinion. However, since no more than 50 per cent checked this item at all, it can be supposed that half the group does not object to such interruptions. The majority of those who expressed their disapproval checked all four items, thus indicating their objection to

any such interrupting cause.

Sixty per cent were of the opinion that we do not stress sufficiently the natural virtue of honesty. Since the supernatural is built upon the natural, we might be more successful in eliminating much petty dishonesty if we stressed the natural advantages of honesty along with the supernatural motives and

consequences.

Seventy-five per cent felt that it is dangerous to indicate on the pupils' report cards that their religious practices are satisfactory or unsatisfactory. However, many of those who were in the minority annotated the item with questions asking, in some way or other, for some good reason why the parents should not be informed about this important matter and why we should not make use of this way of inculcating habits of regular religious observance as long as we were prudent and careful not to demand any manifestation of conscience. It would be interesting to hear more on this subject.

Ninety-nine per cent favored giving high school pupils bona fide credits in religion. credits that would count towards graduation as a special requirement in Catholic schools over and above the 16 credits required by the state. Some expressed a preference for 2 credits instead of 4, but failed to say whether or not the 2 credits indicated ½ credit for each of 4 years of religion. If this is what was meant, there would be no substantial differ. ence of opinion.

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Eighty per cent still favor a modern language as a requirement for graduation, and an equal percentage believe that general science should be dropped from grade 9 if it is taught

in grades 7 and 8.

The much discussed problem of overcrowded classrooms was certainly not solved by this questionnaire! Approximately 50 per cent think the enrollment should be limited to a number that can be handled successfully by a teacher, while the other 50 per cent evidently think that it is better to overcrowd classrooms than deprive the overflow of a Catholic education

The opinions expressed on the last item point to the fact that the practice of intercommunity supervision has as many adherents as it has opponents - which is not at all in proportion equal to the number of dioceses that have well established intercommunity supervision.

#### THE QUESTIONNAIRE

1. Sisters should be changed from grade to grade frequently. Yes, 5%; No, 95%.

2. It is possible for supervisors to direct inexperienced teachers to adapt instruction to individual differences in classes of 50 or 60 pupils. Yes, 35%; No, 65%.

3. The most effective method of testing our pupils is to use: standardized tests, 60%; diocesan tests, 21%; our own tests, 19%.

4. We should adhere to the traditional subject curriculum in the elementary grades. Yes, 47%;

5. We should integrate our elementary school program. Yes, 52%; No, 48%

6. If integration is advisable, the following curriculum is preferred: (a) 67%, religion, social studies, science, music, art, language arts, arithmetic, health; (b) 33%, religion, language activities, health and happiness (music, art), social science, mathematical construction.

7. It is considered poor teaching to have each child in the third grade reading from a third grade reader. Yes, 4%; No, 36%.

8. With the exception of a few highly specialized subjects, the average high school teacher should be able to handle all the subjects pursued by the class assigned her. Yes, 63%; No, 37%.

9. Departmentalized work in the high school has lessened the influence of the teacher and made for poor study habits in the pupils. Yes, 51%;

10. High school teachers should be directed to earn credits for certification in many subjects rather than credits towards a Masters degree after completing the B. A. Yes, 61%; No, 39%.

11. Extracurricular activities hinder the pupil's academic progress. Yes, 15%; No, 85%.

12. Extracurricular activities develop habits and skills that make for leadership and personality development, thereby compensating for any los in academic progress. Yes, 90%; No, 10%.

13. Time should be allotted for supervised study during school hours to eliminate homework. Yes, 55%; No, 45%.

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14. We stress sufficiently the natural virtue of honesty in our elementary instruction. Yes, 40%;

15. Teachers on the whole fail to teach pupils how to study. Yes, 98%; No, 2%.

16. How to study is best taught by (a) ... precept, (b) ... supervision, (c) ... demonstra-

17. Leadership is best fostered in the elementary shools by (a) 60% giving natural leaders opportunities to lead, even at the expense of giving the other children no other training than that of intelligent following; (b) 40% by sacrificing time allotted to academic subjects for extracurricular activities; (c) ... by theorizing about great leaders past and present.

18. It is wrong to take children from their classes (a) ... to serve Mass, (b) ... to sing a requiem, (c) ... for choir practice, (d) ... for music lessons.

19. Young teachers should be prepared for the course of study in one diocese rather than for

the course of study in each diocese in which the community has schools. Yes, 60%; No, 40%.

20. We should give credit for religion in our high schools and require for graduation 20 credits, 4 in religion and 16 in academic subjects. Yes, 99%, No. 1%.

21. Indicating on our pupils' report cards that their religious practices are satisfactory or unsatisfactory is a dangerous practice. Yes, 75%; No, 25%.

22. Two years of a language, modern or ancient, should be a minimum language requirement for graduation from high school. Yes, 80%; No, 20%.

23. If general science is taught in grades 7 and 8, it should be dropped from grade 9. Yes, 80%; No, 20%.

24. Refusal on the part of principals to overcrowd classrooms is equivalent to depriving some children of a Catholic education. Yes, 52%; No, 48%.

25. Intercommunity supervision is advantageous. Yes, 51%; No. 49%.

of yesteryears, now reality, and, by so doing, give hope to believe in the dreams of today.

When you teach, you can further appreciation and understanding of the nation's government and institutions by revealing the evolution of same and the "why" of it.

You can encourage ambition—not to be the richest or the most powerful, but to begin now to be better lawyers, better doctors, better stenographers, and better machinists than this world of ours has yet seen.

By describing significant movements, events, and thoughts in history, you can begin their understanding of today's world in which soon they must take their place.

Through examples of the past and present you can explain why the nations of the earth are turning from war's violence and destruction as a means of solving their problems to the ways of reason and deliberation. You can prepare them for their part in this international trend by teaching them how to think. To the best of your ability you can demonstrate the wisdom of seeing all sides to every question, and withholding judgment until all the facts are in. You can develop in them correct study habits and discourage conclusions based on prejudices and superstitions.

Whether in an arithmetic lesson or on the playground, you can encourage them to face their own problems and solve them through their own industry and knowledge. You can remind them that you can show them what and how to learn, but you can never do the learning for them.

In the classroom and on the playground you can cultivate in them healthy attitudes toward victory and defeat, learning, friendship, sorrow, loyalty, self-respect. You can show them in their own life situations the value of seeking and choosing the good instead of the wrong.

You can insist upon open-mindedness, but warn them of "empty-mindedness" so often its twin. You can recommend that they hold firm convictions. You can advise them to be tolerant not only of some jungle native they may never see, but of their own everyday associations.

You can tell them of their inalienable rights as men, but remind them that they also have the responsibility to recognize and respect these same rights in others.

You can help them to appreciate many things—music, literature, the glory of the setting sun, the hush of early morning, kindness, humility, love. You can help them express this appreciation, simply and beautifully.

When you teach, you can give so much. All the good that is in you. All the good of your friends. All the good that has been taught before you. All the good of the earth is yours to share.

But for one who teaches well, there is as much to receive. Through teaching you have the love and respect of youth, the gratitude of parents and country, a richer and fuller life. "There is a destiny that makes us brothers," writes Edwin Markham. "None goes his way alone. All that we send into the lives of others, comes back into our own."

### AND SOME TEACH

### Mary and Adelaide Curtiss \*

THERE is in most souls a yearning to be more than a mere statistic, to do more than live out an earthly life with no one the better for its living. There is a poignant yearning to be remembered in the hearts or minds of men for a service rendered — a service, as they say of valiant warriors, beyond the call of duty.

Some write books of startling truth and divine eloquence. Some create music, heavenly and inspiring. Others preserve on canvas some breathless beauty. Some rise to the need of their country. Others labor to conquer bodily and spiritual ills.

And some teach. Some teach and find a part of that immortality they seek in the minds and hearts of youth and the children of that youth. Some teach, and, as R. C. Cabot puts it, "are hitched to the star of the world, and with it move."

Leaders of the young, college deans, vocational advisors, why not remember this when next a youth asks you of teaching, when next he queries, "what's in it for me?" By all means, explain teaching's material rewards—salary, prestige, vacations, etc. No matter how hotly a desire for service burns, these facts must be considered. But before that be-wildered college freshman or starry-eyed high school senior leaves your presence, remember Cabot, and tell him of all those other things. Tell him:

When you teach, you can show others how to write, read, spell, solve mathematical problems, speak correctly. You can show others all those fundamental skills so necessary for even the smallest participation in the affairs of this world.

You can bring them the past that they may

\*In charge of physical education in the Diocese of Cleveland.

know of the vastness of time and space, and all that has gone before. During each era to be considered, you can point out how slowly movements for the good have taken hold in our world, and thus help them to be patient with the reform of their time. You can tell of man's iniquity and also of his progress and Godlike actions. You can point to the dreams



The Haul of Fish.

# Practical Aids for the Teacher

### **Examinations in General Business**

Brother Mark Ross, S.M. \*

I write this article not as one having authority in the field of business but merely to pass on an idea which may prove quite efficient and beneficial. It has to do with the making of tests and examinations.

As we all realize, our first objective in the classroom is to pass on informational facts of the branch we are teaching. Our method of passing on these facts, especially in the field of "general business," should be related as closely as possible to our everyday business life situations. Now if this is our method, why is it not possible for us to make out our examinations in the same way? All that is necessary is to place one's self in a particular business-life situation and make the test accordingly.

This type of test seems to have certain advantages. It tests factual knowledge, and at the same time permits the teacher to judge of the student's ability to apply such knowledge. Often we find students knowing answers but knowing little or nothing of the application of the principles involved in such answers. In addition, we find the students' reactions quite favorable to such a test. Correcting and scoring, too, will prove less burdensome to the teacher.

The following test is an abbreviation of an examination made up in this manner. All important matters and some details can be covered in a test of this nature. All that is required is a little time and thought.

#### A Sample Examination

In writing this exam you will be taking the place of one giving advice to those seeking it. Your title is: "Financial Adviser" and you are employed by the "First National Bank" of St. Louis. (It is a commercial bank.) Be sure to read everything carefully, because you are going to answer the questions of Mr. Jackson. You are opening the conversation by answering some of the questions Mr. Jackson has already asked:

You: Mr. Jackson, you have come to the right place. You aim to start a bank account. Well we have three types of service that we can give you. The first is what we call the checking account. This type of deposit will allow you to (write checks against your account). The second type is called a (savings account) which is unlike the above since (you cannot write checks against it). This particular type of account allows your money to (gain interest). And the third type of service we can offer you is protection for your (valuables), which we call a (safe-deposit box).

Mr. Jackson: All that sounds good to me, but how do I go about making a deposit after I have started a bank account?

You: Well, Sir, that's very simple. All you have to do is to fill out what we call a (deposit ticket); and on this (ticket) you'll find available space to indicate just what is being deposited in (currency, silver, and checks).

Mr. Jackson: Is there any special way that

You: Now, that all depends. The most common endorsement is known as a (blank endorsement) and makes the check payable to (any holder of the check). Another type of endorsement is a (full endorsement), which is much safer. The third type is called a (restrictive endorsement) and is used only for (deposits). And just along this line, Mr. Jackson, I might add that once a month we will send you a (reconciliation or bank statement) which you can use along with your (check stubs) to reconcile your bank balance.

About a week later Mr. Jackson is interested in sending money by mail. He comes to you for advice in this matter.

You: Well, Mr. Jackson, there are about a half dozen ways of sending money through the mail. Two of the most common ways are: (1) money orders, and (2) postal notes. The maximum amount for which a postal money order may be drawn is (\$100). Postal notes, on the other hand, have a maximum value of only (\$10). The fee for a money order (varies with the amount of the order), while the fee for a postal note is a consistent fee of (5

cents). Other ways by which money may be sent through the mail are: (1) (express money orders), (2) bank drafts (large amounts), (3) cashier's and registered checks, and (4) certified checks. Now, you would use a (certified) check when the person to whom you are sending the money doesn't know you, and may hesitate to accept your check.

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MR. JACKSON: Sir, I don't know what I'd do without your advice. You seem to have all the answers. Oh, by the way, is there any way by which I can hold my debtors to make a payment within a certain length of time?

You: The easiest and best way is to issue a (note). You can make this (interest) bearing or (noninterest bearing). And, by the way, here's an easy way to calculate interest at 6 per cent, 60 days. All you have to do is (move the decimal two places over to the left). For example: If my principal is \$2,400, the interest for 60 days at 6 per cent would be (\$24); and if I wanted to find the interest on this same principal at 3 per cent for 15 days, my interest would be (\$3). So you see, Mr. Jackson, it's really all very simple with this method.

About a week later, after you have answered all of Mr. Jackson's questions, he brings up the topic of insurance.

MR. JACKSON: You know, Sir, I feel a bit insecure. Suppose something should happen to me or my property; why I might be financially ruined or just look what might become of my family should I die. Don't you think I ought to carry some insurance?

You: Mr. Jackson, you got something there; however, that's a bit out of my line. But I can tell you this: There are several types of insurance such as: (1) automobile or accident insurance, (2) property insurance, and (3) life insurance. But if you really desire further information on this problem, I suggest you get acquainted with (insurance salesman).

# Putting Life into Physics

Sister M. Laetitia, O.S.F. \*

Wouldn't it be gratifying for all of us to know that our Catholic science teachers were more efficient than those teachers not of our faith? And why shouldn't it be so? True, many of our growing institutions may be handicapped, because of lack of funds and insufficient laboratory equipment, and while we admit that sufficient funds and laboratory equipment are essential, and that the deciciency ought to be remedied as soon as possible, yet we have at our disposal an atomic bomb that far outstrips those mundane things money can buy—I mean a belief in Him who is Master of all science. The Catholic Church has the key to all true science, and

\*Cardinal Stritch College, Milwaukee 7, Wis.

should not we, who have access to this great treasure, be able to present the subject matter in a way that will stimulate not alone the mind but also the heart? Take the subject of light. No man can tell us exactly what light is. If, after reading over the chapter on light in a college text, you ask yourself: "Did I learn anything new?" you have to admit, if you are sincere, that you know no more than you did before reading the chapter. Authors hide their ignorance behind Latin and Greek derivatives and they succeed very well in leaving us in the dark. When we have measured the wave length of light and its frequency, we bow to God who made the light, and admit that we are facing a mystery.

\*Chaminade College, Clayton S, Mo.

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#### Let Us Work

From history we learn that never was anything worth while accomplished unless preceded by strenuous labor and heroic sacrifices. Now, since we are working in the interests of Almighty God, let us present His wonders in a befitting manner. No labor must seem too hard to fit ourselves to act as advertising agents for the Creator. Life is far too short to finish our education in science.

My first course in physics was taught me in a classroom. Then educators were of the opinion that science could be taught successfully there. Since then, both you and I know that science can be taught successfully only in a laboratory. High school students read words," and the text is dead matter to them. College students have a striking resemblance to high school students. It is for us to breathe life into dead pages and to make them speak. Demonstration is the only way out. Ask your dass to read over the chapter on Boyle's Law. Regularly you will find that your students get precious little from the book. Then show them the air molecules obedient to the law in a Boyle's Law tube. Everyone pays attention, and only after your demonstration will all present appreciate the illustration in the text.

#### Seeing Is Believing

I do believe that 75 per cent of the drawings in a physics text need to be demonstrated. We are mistaken in believing that our students can get an adequate explanation from a drawing. Let me tell you about an experiment I had with a physics class. One morning we had the distilling apparatus on the laboratory table. I poured about one gram of Congo-red aniline dye into the distiller. Every student was absorbed in watching the process, and attention was at a premium. I thoroughly enjoyed the students' looks of wonder and surprise, when the first drops of the pure white product trickled into the beaker. One student remarked: "I read about that thing last night, but it wasn't as interesting then as now." Do you agree with me, that this particular student could appreciate the picture in the text much better on the following night, when every member in her family had to listen to her explanation of a distiller?

But how illustrate without proper equipment? We build our convents and schools larger and more up to date, why not our laboratories? I do believe that a sufficient amount of apparatus is essential in making our science classes a success. If our high school students leave the laboratory, thoroughly disgusted with the work done there, something is wrong somewhere. Either we as instructors failed in securing their interest or we were handicapped in not having at our command the suitable apparatus for making our instructions clear and interesting.

The words horsepower and kilowatt are vague terms. But let a class determine each one his own horsepower, and you have secured their interest in machines. Apparatus and material can be had from kitchen, carpenter-

shop, and garage. It takes just about ten minutes to prepare an aqueous solution of red cabbage. With this a teacher can show a class how nature with lightning rapidity changes purple into green or red. After the demonstration, wave length, color phenomena, and molecules can be introduced. Sliding, rolling, and fluid friction, have a different meaning if we introduce the fourth and most important kind of troublemaker—social friction. Here we can tell them that a good supply of the oil of Christian charity is necessary to our great social machine.

#### More Satisfying

If the laboratory period is properly supervised, and the text supplemented by illustrations, students will appreciate physics as much and, I can say from personal experience, more than an interesting novel. To illustrate: A class of 18 students was divided into three groups. Each group tried to excel the other two groups in getting the lowest percentage of error. So, after the examinations were written and the fiction library was open to them, they begged and teased to go back to the laboratory to do their experiments over again. Ought not this be the aim of every science teacher - to instill into her students a strong desire for personal investigation and research? This is the type of student who will not be satisfied with the so-called silly "thrills" of our modern movie. Such a student can appreciate and get fun out of the really worth-while things in life. Will anyone say that a science teacher cannot teach science and develop character at the same time?

Laboratory periods should be made the most interesting hours in the course. But such a happy condition will be the result of inexhaustible patience, because many students cannot distinguish the apparatus from the material. Am I too hard on them? Do all of your students know what we mean by the water equivalent of a calorimeter? It seems, at times, these individuals were never taught to use their five senses, and it requires the persistent effort of an instructor, who has the patience of "Job," to teach them to observe. Are our strenuous labors in vain? Certainly not. Have you not experienced with me that pure intellectual joy a teacher gets when he watches a student pass through the stages of positive inertness, then passive attention, all the way up to the point of glowing excitement, when he makes what he considers an original discovery? Could a Sir Isaac Newton have experienced a greater joy? All previous labors are forgotten, when a teacher sees the happy faces and the big shiny eyes of the class.

#### Sermons in Stones

Having gained their good will and trained students to *love* their science, we have the opportunity to use it in the interests of God and Holy Mother Church. Students can be taught to view the laboratory as a sacred spot. Here the teacher can tell them about that God who made this great world of ours, so beautiful and so wonderful. Although the word *God* does not occur in our text, we have Him

present in our classes, and He comes into the lecture room as naturally as do the air molecules that creep in between the pages of our text. Religion taught in a laboratory may sometimes be more effective than are sermons preached from the pulpit. This may seem rather presumptuous, but let me illustrate by example: Among a group of Catholic students was one, a non-Catholic, who had practically no belief. To her the laboratory became almost as sacred as the chapel. The ready obedience of dead matter to the forces in nature, the idea of such tiny particles as the little gas molecules obeying some invisible, yet mighty, force was ever for her a source of fresh wonder, and even awe. And so thoroughly was she imbued with these ideas, that the questions she asked and the recitations she gave became a source of edification to her fellow students. At present she is a practical Catholic and an alumna of our academy.

#### Personal Magnetism

Take for granted that you, as teacher, love your God and His wonderful work. You can interest a class in natural magnets and tell them how they too can become most powerful magnets, how, by practicing those virtues loved and admired by both God and man, they can build about themselves a field of force, whose magnetic lines can draw half the world to themselves. Every chapter in a physics texts lends itself to this kind of work. You have the opportunity to teach charity, honesty, loyalty, purity, and a score of other virtues. Just give this matter a fair trial, and you have to agree with me, that physics can be made to promote the interests of God and His Church.

#### Mature Intellects

Let us unite in order to counteract the influence of the devil, who well knows how to use science as his tool. Too well only has he succeeded in besmirching and lowering this most wonderful branch in our curriculum. Let us, as a powerful army, stand against him and his co-workers. It must be our endeavor to send from our laboratories students who have acquired a real love for science and who will not be so gullible as to swallow entire pages of newspaper and magazine articles that are a positive disgrace to truth and the human intellect. Unitedly let us work to prepare our students to face the temptations that await them, and let us turn over to college professors students who can continue the noble work begun. Let it never be said of us that our students have to begin all over when they enter college, or, what is still worse, that they have to unlearn what they acquired in our laboratories. No, let us instill into them a love for real science, and prepare them to undergo labors and difficulties most willingly for a branch of knowledge that they were taught by us to love and value. If our work seems difficult, at times, let us remember that the reward will be in proportion. In the other world we shall all the more possess and love that God, whose wonders we unfolded to the minds of our physics students.

### Meet a Nobleman

## **UPPER CRUST**

### Sister Mary Charitas, S.S.N.D.

He belonged to the 400 all right! He lived on the right side of the tracks; and even though his father was for a long time no more than middle class, because he and his mother were so definitely upper crust, and getting somewhere fast, his father fell in step, by degrees, too.

And he was wealthy. He knew how to invest and in what stock. Far too shrewd to take any chances on anything that was not permanent, he put all he had into holdings which "neither moth might consume nor rust destroy."

What a man the president of his republic was! Three hundred years after the magnate's death - that is a long time, but could the president help it that nobody had thought of it before, or that he had not been made president a little earlier? - he was made, by presidential proclamation, patron of social justice. The President is Oscar R. Benavides; the republic, Peru; the date, November 3, 1939. And here, if you please, is the text of the official decree:

The President of the Republic, considering that:

1. Since the Third Centenary of the death of Blessed Martin de Porres is being celebrated at this time, and since it is the duty of the state to exalt the spiritual values incarnated in Peru;

2. Since, among them, one of the greatest is the Blessed Martin de Porres, not only for his excellent virtues solemnly recognized by the Catholic Church, but also because he is the Precursor in Peru and all America of works of social service and security on account of his influence in the foundation of the College of the Holy Cross, destined to protect orphans and assure them of a future;

3. Since, because of his parentage and his charity for unfortunates of all classes, he is the symbol of interracial fraternity and class solidarity, the two great foundations of national unity, we decree

1. That Blessed Martin de Porres be considered as Patron and special protector of all works of social justice in Peru;

2. That this decree be made known to the Archbishopric of Lima that proper measures may be taken there.

Given in Lima, on the 3rd day of November, 1939.

O. R. Benavides Jose Felix Aramburu

Of course, he deserved that honor: he was holy; he had "arrived." Martin de Porres, dead three hundred years, lives on, enjoying all the affluence and wealth he had amassed during a comparatively short life, by careful investment, prudent spending, and shrewd bargaining. Martin de Porres is in heaven; that's what. But even if we do not have the capital with which God seems to have blessed Martin from the start, we also can attain to the possession of the kingdom, if we make the effort he made with what we have, and ask Martin to help us with the management of our investments.

#### Quite a Funeral

You should have seen his funeral! It was all of a piece with his life. You know how it is when somebody great and famous is buried: Those who have lived on the same side of the tracks want to have an important function at the obsequies. It was so with Martin. Of course, he was a Dominican, had been for forty-five years, and Dominicans do not make nearly as much ado about consigning the clay shell to its storage space, as they do about helping the departed soul to its true home, and craving the intercession of such souls as have arrived, as they felt Martin had. So, they had planned that four men, Dominican brothers of Martin's, should serve as pall bearers. But, no Sir; four other men appeared and besought the superior to permit them the honor; and those four men were: Archbishop of Mexico, who had come to take Martin back with him to Mexico; the Viceroy, Don Luis Fernandez de Bobadilla; Don Pedro de Ortega, who later became a bishop; Don Juan de Penafiel, a judge of the Royal Court.

For sixty years, this capitalist had been working all day every day, early and sometimes very late, at accumulating heavenly treasure. If you are interested, his formula seems to have been quite simple. Being the aspiring spiritual capitalist that he was, he seemed to have, even at a very early age, an itching palm for the goods of heaven. He seemed to miss no opportunity to increase his original capital of grace, received in

Baptism.

He was deliciously poor, as men like his father, for instance, measure wealth. He did not always have enough to eat; but when he was sent by his mother to buy bread or other supplies with the few coins she could muster, he nearly always met somebody who was much worse off in such lines than he, and he would part with the money he had, his heart wrung at his neighbor's misery.

Wealth and Poverty

"I know I deserve a beating for giving away the money with which I was to buy bread, Mother, but what could I do when I met the poor woman and her two children crying from hunger?"

"But, Martin, we are poor ourselves."

"Are we? But we have each other; and always we have God who looks out for us in some way." And the little fellow skipped off with a song in his soul, and gratitude to God that he, too, insignificant and small as he was. was found fit to endure for Christ and His suffering brethren. He simply had no control over his feelings of sympathy and heart-goodness when he met up with the poor and neglected people of his part of the great city of

#### He Was Different

In just no time, people began to notice that Martin was different from other children. not that it made any difference to Martin what people noticed or did not notice. He had something which other children did not have He had an aptness for getting along with all sorts of people. His gay smile and his eager willingness to do things for others, for anybody at all, gave him entrance into the hearts and homes of all who came to know him. He was quick and bright, too, and had a skill with his hands and fingers for soothing aching heads and swollen limbs that was quite remarkable in any one, much more in so young a child. Neighbors began talking about it, as neighbors will, and they soon prevailed upon his Spanish courtier father to come home to his wife and children and to look after the education of Martin and his little sisterwhich Juan de Porres did. After two years. however, the elder de Porres was sent on a distant mission by the King, and Martin returned to his mother.

She had secured a good position in the meantime with a family living in Lima. She was determined that Martin's education should not be interrupted, and so she apprenticed him to a physician near their home. This was all in the designs of Providence, as all things are which come into our life. And they are meant to help us toward the one only goal which is worth-while, the perfect accomplishment of God's will. "The drift of pinions, did we but hearken, Beats at our own clayshuttered doors. . . . 'Tis ye, 'tis your estranged faces, That miss the many-spendoured thing." But Martin never missed a thing. That is what we mean when we say that he was a spiritual capitalist, in the truest sense of the term. He saw in each circumstance which came his way, an opportunity to do God's will. When he was a very small boy, he saw in his poverty a way to serve others who were even poorer than he. So now, when he saw in his poverty a way to serve others marvelous opportunity to learn what he could about medicine; it would be an additional way in which he could serve his fellow men.

And how he loved to serve them! He had a way with Him; he still has the most charming way with Him. He builds up your morale; that's what he does. If you are sick, he first helps you see God's will in everything; he works on your good nature and patience, what you have of either; that relaxes you, and then, before you know it, you are feeling better and the occasional medication you may be getting has a chance to do its work. He always prayed

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— Courtesy of The New York Times Washington's Headquarters in North White Plains, N. Y., as it appears today. The "Hall of Fame" sycamore tree is at the left rear corner of the building.

much for those to whom he ministered; sometimes, what he actually gave them was a little holy water, whose unction was enhanced by his faith in God and his patient's faith in Martin.

#### An Errand Boy

When Martin was 15, he applied at the monastery of the Dominicans for admission to the order as a tertiary, "just to help around, run errands and things." He thought the honor of being a lay Brother was far too exalted for anybody like him. Of course, it is an honor beyond anything anybody could ever deserve, to be permitted to dwell in the house of the Lord all the days of one's life; but not everybody realizes that as Martin did.

After nine years as a tertiary, Martin was permitted — indeed, he was commanded — to pronounce the solemn vows of a lay Brother in the first Order of St. Dominic. Humbly acknowledging that this was an honor which he could in no way have deserved, Martin could scarcely contain himself for the sheer joy of being, by so much closer bonds, a son of the great St. Dominic. He resolved to make even greater effort to become just as perfect as possible in the doing of God's will. His assignments in the monastery were varied. He was the barber, the infirmarian, the custodian of the clothing for all the members of the monastery. The portion of his work which probably he loved most was the work in the infirmary; and he did some very marvelous things for the priests and other lay Brothers there.

#### Moving Mountains

The key to his marvelous success seems to have been his taking our dear Lord at His word when He said: "If you ask the Father anything in My name, it will be given to you," and "Seek ye first the kingdom of God

and His justice and all these things will be added unto you." It is likely that Martin tried to do as perfectly as he knew how what our Lord Himself had done, "emptied himself, taking the form of a servant." Surely, Martin was empty of himself; he made room for Christ to work through him: and since all good that is done, is done by God working through His creatures, Martin gave God free reign in his life. He knew something of the healing properties of various herbs, and of the salves and ointments he concocted from them, but he also knew that always it is God who is the Divine Healer who gives unction to the medicaments, and who has made the mind and given the inspiration to the physician and the nurse.

Don Juan de Figuero, a very close friend of Martin's and later to be made Governor of Lima, sent for Martin one day to do something for his badly infected throat.

"Don't you worry about that, Don Juan," he said; "you will be cured." After a brief conversation, Martin seemed suddenly to have some other duty to which he must attend at once; hence, excusing himself, he hurried away, leaving a small bottle on the table before he went. It looked like water only; and that is what it was. However, because Martin had given Don Juan nothing but the assurance that he would be cured, Juan thought to drink a little of the water; he was cured immediately.

A Negro who had a very badly infected wound was brought to Martin. The infection was so bad it was threatening the patient's life. Martin washed the wound—and how wonderfully gentle he always was! There was healing in his very touch—and then he dusted in some powder of rosemary into the wound, made the Sign of the Cross over it, and in a

few days, presto! the man was cured. Another time, a novice had cut two of his fingers very badly - novices are forever doing that sort of thing, whatever it is that makes them so thumby - and infection set in almost at once. Martin happened to arrive at the psychological moment (he awlays does!) and washed the fingers, put on some of the powdered herbs he always seemed to have with him, made the Sign of the Cross over them, bound them up neatly, and by evening, not only were the fingers healed, but no scar remained. We could do things like that, too, just as easily if we were as holy and had the faith and confidence in God which Martin had. Since we do not have such holiness yet, and seem to be so very slow in arriving at anything near the sanctity of Martin de Porres, it would be very smart to call in Blessed Martin whenever we want a thing done in a hurry, and done rightly. Of course, unless you trust Blessed Martin, it is no use asking him to do things for you; but you would not ask him, would you, if you did not trust him? Having a most understanding soul, and being most considerate of poor unfortunates, and the more unfortunate the more considered, dear Blessed Martin often does things for people just because they need help, even when they have very little sense and even less holiness. I know.

In his rounds about the streets of Lima, Martin came to see the misery of abandoned waifs and orphans. He felt that something must be done about it. He did something about it. He went to persons who had more than they themselves needed of the goods of this world, and indicated to them how they might also amass great treasure in heaven for themselves by giving of their substance for these suffering children. Through Martin's persistent pressure and because it was impos-

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sible for anybody to refuse anything to one who never refused a fellow man a kindness, Matthew Pastor and his wife endowed a school, (colegio) for these unfortunate children of Martin's concern. It was named Holy Cross, and it is the College of the Holy Cross for whose establishment the former President of Peru, Benavides, proclaimed Martin de Porres patron of social justice, for that, of course, among other reasons.

#### The Animals Obeyed Him

Though a Dominican, Martin was Franciscan in his affection for and his control over dumb animals. Any number of stories got around of kindnesses which Martin showed to animals, useful and not so useful. One story that is told is of a procurator - the man who pays the bills - in the monastery who had had a faithful dog as watchman about the place for many years. If you know anything about dogs, you know that they are not so very old really when they are too old for further service. A dog twenty years old, for instance, is horribly old, and does not get around very well. Well, that is what happened to this poor old Fido. So, the procurator had some boys come and put the old hound out of his misery. They did and were just on their way to bury him, when Martin came along - at the psychological moment again. He was very sad about the whole episode, took the dog's body from the boys and carried it to his room. Then, he went to the procurator and said something like this: "That was not a very nice way to treat an old faithful servant. I know, he is mangy and other things, but there are ways to cure a dog. Fido deserved to spend his last days in comfort." Then, Martin went back to his room, called the dog back to life. cured him, and told him seriously: "Your life is not so safe around the parts where you have been accustomed to be. You keep away from the office; do you understand? Come around to the back door of the infirmary and I shall feed you there, and find you a place to sleep." The dog did that; and Martin looked out that the procurator never saw the dog.

Some mice with a taste for starched linen and other things suited to their little teeth, were working havoc with the altar cloths and vestments in the sacristy. The vicar ordered that traps and cats be introduced to get rid of the mice. Martin heard of it. Quickly he called one of the mice. "Brother, you are not safe here. You have been doing damage in the sacristy. Now, you collect all your tribe and march them out to the barn at the end of the lot, and I will feed you there with scraps and remains which the people in the monastery would not eat anyway; but you must keep out of the monastery entirely. Go now, and tell them, the whole kit and crew of them." There followed, so the story goes, a long procession of mice of all sizes and ages out of the monastery down to the old shed down back, and they never bothered anybody in the monastery again; and Martin fed them, of course.

Blessed Martin had, as you would suspect, a most tender love and devotion to our Lady and to St. Joseph. He was so much like them; one becomes much like those one loves very deeply. Our Lady had often appeared to him holding her Divine Child in her arms, while Martin recited her rosary. The rosary, of course, would be a very natural thing in the life of any Dominican. St. Dominic being the one to whom our Lady first taught this most powerful of all prayers.

#### What Are Saints?

Dear Blessed Martin died on the evening of November 3, 1639, at the age of sixty years. He had been under vows for thirty-six years, and in the order altogether 45 years. Apparently he had capitalized on every opportunity to advance in the grace of God, and was recognized in death as a saint. But, do see! He had not a thing we do not have, and he certainly lacked many of the advantages most of us have to serve God through serving our fellow men. Even religious persons, except priests, did not receive Holy Communion each day as we may, if we will. The devotion to the Sacred Heart had not yet been proclaimed to the world; our Lady had not appeared at La Salette, nor at Lourdes, nor at Fatima (our Lady of Fatima is our very own, having come so recently as 1917). There had been no early Holy Communion for little children of seven. The medical profession knew nothing of penicillin and the sulpha drugs. There were no cars, no planes to get quickly and with ease to the bedside of suffering humanity. But, oh, they had faith, and they trusted in God; at least. Martin did. But it is the same God who loved me and delivered Himself up for me; the same God who said: (and to us as well as to Martin) "Ask anything in My name." Perhaps, it is because Martin always saw Christ in his suffering fellowmen, and in those who were not suffering at the moment, too. Perhaps, it was because Martin strove every moment to do God's will perfectly, that God did his will whenever Martin expected God to.

#### Please, Martin

You can depend upon Blessed Martin. He never waited for people to make long and formal requests. Often, by God's special enlightenment, he knew of a need before anything was said to him at all, except by God.

So now, too, all you need to say is, "Please Martin," and your request is granted - unless it would harm your soul, of course; and then you would not want it yourself. But you may always be certain that you will get something instead which is ever so much better than you could ever hope for or expect.

Rosemary and her father had their home sold from right around them. They had to be out by April 1. That was in 1947 when houses were scarcer than hen's teeth - and, you know how scarce they are -; she prayed to Blessed Martin: "Please, we must have a house, but soon!" March 26, her father was offered exactly the kind of house they wanted; they moved into it the next day, several days before the deadline.

Dear Martin died in 1639; he was declared Blessed only in 1839. That is one hundred years ago. Are you surprised that he has not been canonized as yet? Unless your name is Owen or Quinta, and even if it is, how much do you know about them? What are some of the outstanding virtues in their lives? Well, they were canonized ages ago. God always knows what to do and when. We need Blessed Martin today; we need him terribly. Undoubtedly he will be canonized very shortly. If you say an occasional prayer to that end, Blessed Martin will love you especially for it: but even if you do not, he will do anything you ask him to do; and he will do it promptly. Can you imagine anybody finding a house in this day and age? Well, Martin found one, and no shack either. In an age when we have come to depend so much upon science and the applications of science, it is splendid to have an incenspicuous lay Brother cure broken legs and festering wounds with the mere application of water, the Sign of the Cross-and faith! With the FHA being run ragged with complaints about the shortage of housing, it is something to have a white robed man come along on soft feet and show up a home for people who were being put out of their old house. It just goes to show, that's what it does: "More things are wrought by prayer than this world dreams of." More things are! Try Blessed Martin just once, and find out for yourself.



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### A Rural Teacher's Experience

# The Wonderland of Nature

Sister M. Samuel, O.S. 7\*

We teachers are fortunate if we have kept our childhood sense of wonder. If this dies in us, one of the lights of life goes out, and we are less the efficient teachers that we should be. Of all the people in the world, no one has a greater opportunity to keep alert and explorative than rural teachers. To us, especially, nature is a constant challenge. Yet it has been said that few adults see nature at all. It would surely be tragic if this were true in our case for then how could we ever influence our pupils to become creation conscious? It is an unhappy fact that altogether too many country children go on through life practically blind to the engrossing things all around them. It is up to us to do something about it. In order to do this it is not necessary that we be profoundly versed in natural science. We do need, however, a sympathetic response to the marvels around us. Once we begin to see, we shall be drawn on together with our pupils to explore and learn. But we must have patience. We can't expect to go out and absorb nature all at once. That would be a mistake. Nature cannot be merely visited like a museum. As rural teachers, our general objectives should

1. To develop in ourselves and our pupils a reverence and love for the work of the

2. To find ways and means of making the most of our local possibilities in the field of nature study.

3. To train ourselves and our pupils to become more alert to the wonders and beauties around us.

#### Open Your Eyes

The child's exploring instinct is one of the greatest aids to a teacher in attaining this goal. As early and as completely as possible this urge should be utilized. The child should experience for himself the satisfaction that comes from an intimate friendship with nature. Once we lead him to see the endless array of interesting things right at his elbow, we have introduced him to a new and wonderful world. After they begin to see the value of it, youngsters go after nature appreciation with characteristic, sky-is-the-limit ardor. Before they realize it, the friendly language of bird calls, the varied and ever changing colors of sunsets, the intricate art of a spider web, the hundred ways to play with a brook all become an intimate part of their lives, bringing God closer to them and promoting happier and holier living. "One can get all the best a city has to yield by visiting it," the South Dakota Course of study tells us, "but one cannot reap all the harvest of the country except by living there or especially by living there in childhood."

No doubt the harrassed and overburdened rural teacher will sniff suspiciously at all this and say, "Just what are we expected to do about it! With all the extras coming in, we are practically teaching the three R's as a sideline right now. And don't dare to suggest adding another subject to our curriculum. It's bursting the way it is."

The answer to this question is simple. First, the rural teacher must fall in love with nature. With that just about everything is settled. We find time, as a rule, to do the things we like. If we ourselves love the great outdoors and thrill to little private exploring expeditions of our own, we'll know how to pass on our enthusiasm. We can't help it.

Making your nature class seasonal and local is a good procedure. Snap up every opportunity to make the youngsters more nature conscious. The following examples will illustrate what I mean.

#### Around the Year

Because our school grounds and the adjacent property boast of an abundance of various kinds of trees, we decided last term to make this our specialty for the school year. Each youngster selected an old faithful for special observance, made a pen and ink sketch of it, found out its name, looked up other information, and began keeping a diary record of his findings. In mid September, the children began speculating as to when their trees would begin to turn color and lose their leaves. Comparing notes on that topic proved that trees have a marked individuality. During this time the class collected and pressed both green and colored leaves and mounted samples of bark. When all the trees had lost their leaves, the children made another sketch, this time noting particularly the beauty of line and form of the trees in their barrenness.

During the winter, the youngsters made an entirely new discovery. They found to their utter amazement, that their trees really had just as many leaves on them as they had in summer. They were greatly surprised to learn that long before the trees shook off their foliage in the fall, they were already concerned about their next year's clothing. The children had never noticed leaf buds before and they were thrilled with the discovery. Eagerly, they examined the tiny brown clothes boxes which are so small that the new leaves for next year can be folded up and packed away in the tiniest sort of space. They laughed delightedly to learn of mother trees wrapping their baby leaves up snugly in woolly blankets for the winter. They hadn't known that some trees grow plant fur which is as warm and silky and soft as rabbit skin. Comparing notes on the subject of leaf buds was a pretty lively affair after that. It was discovered that every tree has its own particular design; some really beautiful in formation, others as black and hard as gobs of shiny varnish. Specimen after specimen kept finding its way into our room, until we were a bit snowed under with them for a while.

The foster parents of the school ground trees were on their toes again early in spring. From the autumn observations, they knew that leafing probably would not be a simultaneous affair, and they kept their eyes open to see whose tree would be the first. As time went on, one child's tree after the other opened its little clothes boxes and shook out its leaves for the summer. However, one boy's didn't. He was pretty downhearted about it. Every diary in the room contained the proud record that its tree was well be-decked with delicate and shimmering green, while his showed no signs of such an ambition. We assured him, singly and in groups, that his foster child had not died during the winter, and, sure enough, all at once his tree woke up with a start and dressed itself in no time at all.

#### Scrapbooks and Museums

By now we had compiled all the data we had intended to collect, so we began to arrange our material in book form. Some of the children illustrated each entry of their diary with clever little drawings which did wonders to its appearance. Altogether the sketches of the trees, the specimen, and the diary made up a very complete and attractive record of our year's activity. The children were delighted with their books. So, too, was their teacher.

Much of the nature study in our classroom can be simply a case of learning together. Although a general plan for the year ought to exist somewhere in the teacher's mind, I suppose, yet it is much more interesting just to seize the opportunities that happen to come along. This leaving things to chance, so to speak, is very unsystematic perhaps, and possibly unpedological, yet I have experienced a good deal of satisfaction in following just such a course. For one thing, both teacher and pupils get in on the surprise element. Following this plan — or lack of it — we learned a great deal one year on a subject that I hadn't the slightest intention of taking up for study.

It began by calling the children's attention to a fairy ring which made its sudden appearance one morning. The class became interested at once and were quite intrigued by the fact that the little "toad stools" grew in a circle. They wanted to know more about these strange little plant creatures which I told them are sometimes called nature's house cleaners. As a further impetus to our study there occurred during the next few weeks a period of weather which was ideal for mushroom growth. Making the most of the opportunity, we launched upon a rather pretentious study of fungi in general. The children had no trouble

St. Joseph's School, Grafton, Wis.

in finding specimen, and would come running

in at recesses, at noon, or from after-school

excursions breathless with the excitement of

some new find. They were always anxious to

identify their mushrooms and they did pretty

well with the aid of pictures and books. One

of the eighth grade boys brought us a much

worn 1921 National Geographic Magazine

which he had salvaged during a paper drive.

Practically the entire number was devoted to

a discussion on fungi, and it gave page after

page of pictures. This was a big help and we

used it a good deal. Enthusiasm enkindled

more enthusiasm until the number and kind

of fungus specimens that these youngsters

managed to find and bring to school was a

positive revelation to me. I had never in my

life seen such a variety. I knew, of course,

that they existed somewhere, but I had never

actually seen them. They were fascinating and

some of the loveliest and most colorful things

that I had ever seen. Some were dead white,

like ice or snow; some were scarlet, some yel-

low, some creamy ivory, some like green jade,

and some pink. There were star-shaped fungi,

bracket fungi, and puff balls. Some plants were

tiny little things, and one specimen was a

giant, so enormous that the youngsters tried

desperately to preserve it forever just as it

was. In an attempt to do this, they varnished

the mushroom just as they had the cattails.

We aren't recommending this procedure as a

preservative. Children know no limit when

they are enthused about anything. They

brought such a large amount of everything

they found that our room became cluttered, a

bit damp, and decidedly smelly with the bulk

of them. But we had a grand time all around.

Since a nature treasure book fits any age,

teachers with four grades to a room will find

making such a book especially adaptable for

her particular setup. Such a book should be

made of strong material, given an attractive

cover, and named. We have found from ex-

perience that a loose-leaf book works best.

Pressed plant forms can go into the book, in-

cluding flowers, seaweeds, leaves, grasses, and

evergreen sprays. Pressing between blotters

under a weight gives satisfactory results, but

sometimes when we ran short of blotters, we

used newspapers or magazines as a substitute

and found that they work very well. Feathers,

if they are first treated with an insecticide,

can be preserved. The beauty of their color-

ing and the variety of their color forms and

texture make them interesting material. Thin

pieces of bracket fungus, tendrills, moss, and

cocoons if they are flat enough can be

mounted. Some of the children devoted sev-

eral pages to various kinds of seeds. This

makes a most interesting study. The little

"parachute" type of the elm, maple, dandelion,

or thistle are good for this purpose. So too

are the various kinds of grain and garden

seeds. Stems of graceful branches and seed

stalks can be shown to advantage if a colored

background is made for them with chalk of

pastel colors. Pictures of nature subjects, in-

cluding those taken by the children themselves, add a personal touch to the specimen book,

Mushrooms! What a pleasant memory.

and newspaper clippings always make a valuable contribution.

#### Field Trips

If it can possibly be arranged, by all means go on an afternoon specimen tour with the class in spring and fall. Such a trip will pay big dividends as a source of information and lasting interest. On excursions it is a good idea to have the children bring along a magazine in which they may carry their specimens enroute. Thus materials collected can be pressed immediately and the danger of damaged or wilted specimens is eliminated. We used to have a lot of fun teasing one of our boys. He generally carried a Sears Roebuck catalog with him. However, he was the most outstanding pupil in our nature study class, so perhaps he needed it. We enjoy these little jaunts together. The youngsters call them "Discovering America" and I like the connotation. Noon or recess exploring trips with the children are also valuable for the point they bring out: that it is not necessary to go long distances away to study nature; it is right in our own

The fact that I am often unable to answer the "What's this, Sister?" and the "What's that, Sister?" of my pupils in no way troubles me. I make no attempt to appear omniscient in the science of nature. We simply look things up together. We often call on our good friend, Anna Botsford Comstock, in her invaluable work entitled, Handbook of Nature Study to give us a lift. She is a big help. So are other books. And even if we don't find the answer to all our questions, our main objective is secured anyway: teaching the children to see the world about them appreciatively.

#### No New Courses

Because of the tremendous amount of correlation possible, nature study does not dominate our crowded daily schedule. We use art periods for arranging specimens and making books, composition period for written work, and literature class for reading interesting selections pertinent to the study at hand. Brief little discussions on nature topics are sandwiched in whenever they happen to come up. We spent a good deal of our free time on these investigations, but we had no formal nature science class scheduled on our program for a definite part of the day.

Nature study can be a year-around school event. In spring interesting living things can be observed in boxes made of screening, or in an aquarium. Probably you will have difficulty in getting the little creatures to eat in captivity, so they should not be imprisoned more than 24 hours when only a part of their living conditions can be provided. The possibilities with crayfish, mudpuppies, lizards, turtles, etc., is very intriguing. Often it has been a surprise to me to find the amount of individuality that is found among little animals of the same kind. They are no more made according to a one-personality plan than are their human brothers. Tadpoles are always a welcome spring visitor and the day they get their legs is front-page news in any classroom.

A clam is a never ending source of fun. Get one and see the show he will put on if he thinks no one is watching him. He is very bashful, so observe him with caution. The World Book gives an interesting observation to work out with ants. You will never forget this experience once you have tried it. Spring is a fine time to learn about the shapes and veining of leaves. It also is a chance to examine fruit blossoms. Encourage the children to tie a ribbon on a particular blossom and watch it grow into a fruit. Spring is the time to study birds. Since one kind at a time comes back, the beginner has a chance to get acquainted gradually. The general procedure should be not to overlook the commonest things in nature for they are as beautiful as the rarest. There are beauty facts in the dandelion, thistle, and wayside veeds that are as arresting as expensive and unusual hothouse plants.

In fall we can study seeds, mullen-leaf rosettes, and the change that plants have undergone since spring. It is a profitable study to compare spring and fall specimens of the same plants. Autumn is the best time to learn of the movements and habits of chipmunks, squirrels, rabbits, woodchucks, and other animals of the field. Fireflies, crickets, caterpillars, and other little "crawly" things that will, one day, have wings make good material for observation. Cattails can be gathered for bouquets. Varnished or shellacked, they are enduring and make up effectively.

#### Winter Activities

Winter is an excellent time to study stars, the beauty of snowflakes, colorful sunsets, and snow scenes. It is a good time to look for tracks of little animals in the newly fallen snow. This season of the year could be used for crystal making. This is an interesting experiment and one that teaches some scientific truths. The children love it and enjoy putting crystal specimens into their nature treasure books. Saltpetre, alum, copper sulphate, common salt, and granulated sugar yield a variety of beautiful forms. Copper sulphate gives a lovely green-blue crystal, saltpetre forms slender grooved columns, and alum crystalizes into eight-sided shapes that look like small diamonds.

At all times of the year we can enjoy looking for the arithmetic found in nature. This can be seen in flowers, snow crystals, and leaves. Many interesting forms and designs can be seen in cut fruits and vegetables. Surlight and shadow are full of interest to children if their attention is drawn to it; so, too, are prisms, and rocks, and seashells, and clouds.

So we can follow the seasons around the year and find new satisfaction in developing appreciation of our environment through habits of observation. It is a practice which tends effectively to make us more balanced and wholesome individuals. Creation appreciation is, indeed, a purposeful hobby and teaching it as such is an opportunity of bringing God a little closer both to our pupils and to

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### For Grade Five

### Radio Beckons to English

Sister Maria, O.P. \*

Using the radio program as a "life center" has innumerable possibilities in making the study of English practical. What student of today is not interested in the radio? It has become a necessity in his daily living. American boys and girls favor certain programs, mimic certain announcers, and imitate the heroes and heroines in their thrill-a-minute serials. Truly, the radio lives for them!

Here lies a chance to meet them on their own ground. Too often youngsters complain about the "flavorless" study of the parts of speech and their uses, the "impossible" construction of sentences, "dry" punctuation, and "worthless" composition work, for they fail to realize their vital importance to everyday living. Therefore, the alert teacher might well seize the opportunity to weave these fundamentals into the development of a radio program, written and produced by the students themselves.

Just picture a group of fifth graders—vivacious, enterprising youth vying with one another to compose the best radio script for their weekly broadcast. Will ambitious Michael or Mary overlook the capital letter, ignore the comma, or disregard complete sentences? Indeed, not! For the winner of this contest marches to the microphone as a budding announcer. It is his privilege to choose his broadcasting crew, assign the parts, and furnish the script copies. To these live-wire students, this presents a chance in a lifetime!

The ideal setup is to have a real broadcast over the local station. However, since some schools do not have access to radio facilities, the next best procedure is to have a makebelieve broadcast. Very little equipment is necessary. A broom labeled with the letters of the station (usually, the initials of the school) serves well as a microphone. And, if the speaker loses control and the broom falls to the floor, no harm is done and the show goes merrily on. There is plenty of fun for every-

one concerned, especially the imaginative soul! Now the question arises as to what type of program should be encouraged. It is best for the children to decide on the nature of the program. Selecting some event from a religion, history, or geography lesson proves of double value. One week they might choose the dramatization of the life of Joan of Arc, the adventures of Marco Polo, or the progress of transportation by water, land, or air. Science also offers abundant possibilities. One group might enjoy producing a program on the different stages in the life of a frog or the discussion of the bee family. Their textbooks and Supplementary materials contain a fund of information. Many topics will challenge students to elementary research activity.

A bit of letter writing fits in very nicely as a climax to the project. In order that every member of the class participates in each program, the listeners might express their opinions of the program in letter form. The letter might also include suggestions for future programs.

Not only does written English figure in this endeavor but oral English also plays an important role. Will the teacher have to exhaust all her strength and patience in coaxing these promising radio men and women to speak correctly, clearly, distinctly, and with expression? No. A mere suggestion here and there will be sufficient.

Such an endeavor provides an excellent opportunity for training children to evaluate programs and, as a result, to become intelligent radio listeners. Let them judge the purpose of each program to which they listen. Does it inform, enlighten, inspire, or entertain? What type of program is it? Is it a musical program, a drama, a quiz program, or a news broadcast? Is the program achieving its purpose? Does the announer speak distinctly? In this way, the teacher can guide the children in developing a taste for worth-while radio programs. Such a learning should help them to become discriminate listeners, seeking only the best that radio offers.

### For Sister's Feast Day

### The Two Bouquets

# Mary A. Chamberlain

[Any setting desired by those giving the play, but whether Sisters, for their superior's feast day, or pupils for their teacher's feast day, it is effective to have nice scenery, a garden, or room with plants. The Sisters (or pupils), not in the play, should be seated, with the superior (or teacher), in their midst. One of those seated is holding a booklet in her hand, not obviously, just as if she had been reading it. The two first players then come in, carrying a basket of flowers. Upon seeing them, the one with booklet, and another Sister (or pupil), arise, and both walk toward those carrying flowers. Then the person holding booklet addresses the two carrying flowers]: 1ST SPEAKER:

Why Sisters dear, where are you going— So early this festive morn, Is that basket of beautiful flowers Intended some shrine to adorn? 2ND SPEAKER:

And have you thus early been roaming In the depths of some woodland dell, And chosen the daintiest blossoms From the nooks where the fairies dwell?

3RD SPEAKER [carrying flowers]:
Why Sisters, you haven't forgotten!
You know where we're going, I'm sure!

den) this morning, These fragrant flowers to procure.

4TH SPEAKER:
And fairies, unseen, will be with us,
Wee spirits of innocent play,
For our Mother (teacher), whose feast we

Yes, we've been to the woodland (or gar-

Loves dryads and fairies, they say.

[Here, 1st Sister (or pupil), carrying the feast day booklet, which will have in it a spiritual bouquet, turns to those carrying flowers, holds out the booklet for them to see, and continues]:

1st Speaker:

Well, we've also a garland of flowers, We've woven it daily, in prayer, In the Heavenly Gardener's presence. May Grace from *His Presence* be there! 2ND SPEAKER [glancing at the booklet]:

There are roses of love and of kindness, And lilies of purity white, Forget-me-nots too, and sweet violets,

Grown sweeter by far, in His Sight.

3RD SPEAKER [turning to superior or teacher]:

Then Sister dear, kindly accept them, Our flowers of earth . . . and of prayer, To thank you for spiritual guidance, For your patience and provident care.

[Here, all approach superior or teacher, and gracefully hand her the bouquet in her right hand, and the flowers in her left, while she accepts smiling. Then 4th Sister (or pupil), continues]:

4TH SPEAKER:

For the daily lessons you've taught us, In counsels sincere and true; May God grant you many glad feast days, And may He bless all that you do!



Making Cookies.

- G. C. Harmon

St. James School, Kearney, Neb.

# Aids for the Primary Teacher

# Training in the Catholic Kindergarten

Sister Mary Marguerite, C.S.J. \*

Here is a prayer which has grown out of a habit-training program and which sets forth the spirit which may profitably predominate during the kindergarten year. Habit training should begin early and grow gradually until all the activities of the kindergarten day become a means to the formation of right attitudes and desirable habits. Such as that of: 1. Self-care; 2. Care of equipment and materials; 3. Helpfulness in housekeeping care of room; 4. Kindness in doing for others; 5. Consideration of the rights of others; 6. Reverence to God; 7. Courtesy; 8. Happiness in work and play. The words of this prayer should be varied from day to day as the training program develops:

"Dear God, we love You. Thank You for loving us. Please bless us. Bless our fathers and mothers. Bless our brothers and sisters. Bless everyone in the world and help us to love You. Help us to use our ears and eyes to learn about You. Help us to use our hands to work and play for You. Help us to use our feet to obey at home and in school. Help us to act as the Christ Child did when He lived with Joseph and Mary at Nazareth, so that You will be pleased with us, Your little children. Thank You, for dying on the cross for us so that we can live with You in heaven. Dear God we love You. Thank You for all Your gifts."

With all the training which must be done, where shall we begin? There must first be a period of adjustment in which the child discovers that in kindergarten there is security and joy. He learns that the teacher is his friend, helper, and companion. But on the very first day it will be necessary for the child to become aware of certain signals and rules which protect the group. These signals and rules will be basic. They will last all year. One rule in a large kindergarten will be, "We walk from one place to another." A second rule will be, "We take care of our voices so that we do not disturb others who are trying to work. No one needs to speak loudly in order to be heard by close neighbors." A third one, "In play time we take care of our voices and behavior so as not to be a cause of dangerous play." Children who forget this rule are the cause of accidents. When I say we "take care" of our voices I mean it literally. We insist upon this rule firmly.

To help the training progress rapidly and because I have found it a joyous approach, my own practice has been to make the child conscious very early of his relationship to his guardian angel who is ever watching his child to see him listen and respond to signals, to come when the piano says "come," to stand when the piano says "stand still," to listen when the piano says "listen."

When rhythm time comes the angel watches eagerly to see his little John or Mary take part in marching, hopping, skipping, or clapping. Explain that the angel knows what a little child can do and wants John and Mary to use their bodies for what God has made them. The angel knows that a child will have joy in learning to use his voice, his eyes, his ears, and his body in responding to music and in the other work or play activities of the day.

A child's imagination is easily caught by the appeal of giving joy to the angel. Even the shy child soon begins to take part in all activities. The child who is self-willed begins to conform to necessary rules.

When the child has learned the meaning of baptism—that God is his Heavenly Father—training can be doubly earnest, for the child then learns that the Heavenly Father, who made his little hands, knows exactly what these hands can do. The Heavenly Father knows that His little child can understand the rules made to protect him, the signals given to help him. He knows that a five year old can kneel with a strong straight back, hands folded, and look at a picture or statue of Jesus or Mary and pray in simple words. He

knows that His child can find a place to kneel with space for quiet aloneness — thus helping himself and others to pray well. The teacher will, day after day, help the child to leam self-control and self-care in regard to this and every other activity of the school day. She will help him sense more deeply each day his responsibility for self-care to himself, to the guardian angel, and to God. This responsibility extends to his efforts throughout the day at experimenting with materials, with rhythms, with his own voice, and in social contacts.

June,

I have here merely indicated the beginning of a training program. Natural means, techniques, and devices of every kind must be used to strengthen and supplement the religious motives, as for instance to gain and hold the child's attention at story hour, the teacher will use finger plays, she will have prepared her story carefully, she will tell it vividly, artistically, and as excellently as possible. The teacher must use every gift of nature and grace to stimulate the children to build up right habits and attitudes. If she is observant understanding, and willing to spend herself, if she works calmly and faithfully trusting God to give the increase, she may well expect such training to produce the beginnings of what should become a real foundation for good fundamental habits of co-operation, self-control, helpfulness, happiness, and obedience. She may hope that this training will make the child begin to be conscious that a responsibility rests upon him to develop his latent powers. She may expect to discover that implanted in the mind of the child are the seeds of a right attitude toward God.

## Kindergarten Pictures

Yvonne Altmann \*

#### FINGER PAINT

#### I. Motivation

The children were very eager to find out what medium they were going to use this month. They were very happy when one day they discovered a new medium displayed on the piano bench. That is where the new mediums are always placed before their use is explained to the children. The children were very anxious to use the finger paint. No motivation was necessary.

#### II. Objectives

Same as in September, except that finger paint is the medium used.

#### III. Development

Read the story of Darlene and William. They will tell you about the development of the pictures.

#### Finger Paint Pictures Darlene and William

Miss Altmann showed us how to use finger

\*Kindergarten Director, Oshkosh, Wisconsin.

paint. First we used one color. Soon we were able to use more colors. Darlene and I (William) made the big (24 by 36 inch) pictures.

#### A Flower House

#### Darlene Moore

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First the paper was wet with a water sprayer. I used my hand to rub the water all over the paper. I put green paint where I wanted to have grass. I made my house. The outside was orange with orange windows. The inside was yellow with orange strips. The outline of the door was blue and a blue knob. The inside was orange. The roof was green. I made red petunia flowers with green leaves and stems. I made the sun yellow with a red face. I made the yellow by the flowers. Last I painted the sky.

As I painted, I smoothed the paint on, and then I trimmed everything with the tips of my fingers.

<sup>\*</sup>Ascension Parish School, Minneapolis 11, Minn.

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Darlene and William Making Pictures with Finger Paint.

#### Flower Garden William Rasmussen

As we hadn't any real finger paint in kindergarten, we made some with paste and Alabastine powder. Darlene and I wore something to keep us from getting paint on ourselves. This really was not necessary because if we did get paint on ourselves it washes out easily with water.

On the oil cloth table tops, newspaper was put underneath the white water color paper. We didn't have any finger paint paper. The newspapers were taken off when the picture was done. The picture was tacked down to the table until it dried. This kept it from curling.

I had to be careful not to use too much paint as it cracks when you do.

I made my picture the same way as Darlene. First I made the green grass, then the yellow and red yellow flowers, and a yellow sun, and at last the blue sky.

I (William) finished first. We liked our pictures. We think it is fun to use our fingers and hands and fists to make our pictures look pretty.

#### IV. Outcomes

Same as in September, except the handling of finger paint as an art medium and discussion of the month of June in relation to making the pictures.

#### V. Integrations

Same as in September, except that poems, and songs about the month of June were taught to the children.

# The Catholic School Journal—An Appreciation

Sister M. Catherine Frederic, O.S.F.\*

ITH its January, 1947, issue THE CATH-OLIC SCHOOL JOURNAL ushered in its forty-seventh year of publication. In any field of endeavor this would be an occasion for congratulations. In the field of Catholic education, it is not only an occasion for congratulations, but also for jubilation. Considering the fact that Catholic parochial schools were advocated in the United States by the First Plenary Council of Baltimore as late as 1852 (although there had been many private Catholic schools for at least twenty years previously), THE CATHOLIC SCHOOL JOURNAL may be looked upon as a pioneer and a trail blazer in the Catholic educational field. The only other magazines published before THE CATHOLIC SCHOOL JOURNAL which might be called "educational" were Catholic Youth Instruction, and Catholic Young People's Friend.

THE CATHOLIC SCHOOL JOURNAL was published for the first time in April, 1901, Thomas A. Desmond being the editor and publisher. Joseph G. Desmond became editor in 1915, and held this position until 1929, at which time The Bruce Publishing Company purchased the magazine. Since September, 1929, Edward A. Fitzpatrick, Ph.D., president of Mount Mary College, Milwaukee, has been the editor. Dr. Fitzpatrick is assisted by a board of editorial advisers composed of such prominent Catholic educators in various sections of the United States as Brother Azarius. F.S.C., LaSalle College, Philadelphia; Francis M. Crowley, Ph.D., dean of Fordham University School of Education; Brother Eugene, O.S.F., principal of St. Francis Xavier School in Brooklyn, and author of several textbooks: Very Reverend Msgr. Frederick Hochwalt, Ph.D., director of the department of education, National Catholic Welfare Conference; and several community supervisors and school superintendents.

The roster of contributors includes the names of priests, Sisters, Brothers, and lay people teaching in Catholic schools or interested in Catholic education; as well as public school teachers and professional writers, both Catholic and non-Catholic, who have a worthwhile message for Catholic teachers.

The original purpose of the magazine, as indicated in an editorial published in the first volume, was to supply for the lack of educational magazines especially devoted to parochial schools. "A Catholic teacher's journal is a stimulant to better methods in the schoolroom, better organization of the school system, and a medium through which ideas may be exchanged among those engaged in the upbuilding of the parochial school system, whereby that system may secure better support as well as better equipment.... Our general purpose will be to aid the teacher in the classroom and the pastor in making his school a success."

\*St. Rita's Convent, Philadelphia 46, Pa.

The present purpose does not vary very much from that stated above, but it is broader in scope. It is, in the words of Editor Fitzpatrick, "to bring to bear on the problems of education in Catholic schools and in Catholic homes the relevant historical knowledge, and helpful insights, technical, sociological, philosophical, and theological. In this way it aims to furnish a critique of current practice and the necessary leadership for constructive change, and thus secure a more enlightened and effective practice in Catholic classrooms in the interest of Catholic children. In addition, and reinforcing the main purpose, THE CATHOLIC SCHOOL JOURNAL supplies a forum for the discussion of problems of current interest to teachers and to administrators of Catholic elementary and secondary schools and of colleges and normal schools with emphasis on teacher training."

THE CATHOLIC SCHOOL JOURNAL has instituted many improvements from time to time, not the least of which is the division of the magazine into four general sections: "Educational Problems" under which appears articles which treat of the teacher and the taught in all phases of education from normal school and college down to kindergarten level, and for every subject in the curriculum, as well as extracurricular activities. "Practical Aids" contains projects and suggested methods of teaching various subjects, or certain phases

of them which have been submitted by those who have devised the projects or methods, or who have developed a new viewpoint or a different way of presenting a time-worn topic. "Fabric of the School" deals with the administrative side of the school, and many articles of benefit to both principals and pastors are to be found in this section. Under the heading "News and Views" is included Catholic education news, which gives pertinent information about educational institutions, conventions, conferences, and news concerning prominent educators; notification of new supplies and equipment available; new books of value to the teacher are listed monthly, together with an adequate description, while especially important books or reports are given major treatment as articles. News of a general nature in connection with education, such as legislation affecting Catholic schools, and proposed ways and means of improving relationship with public schools also appears in this section. The advertisements which appear in The Catholic School Journal keep the reader informed of the latest available equipment, books, and supplies of reliable firms, and each advertisement is numbered for convenience should more information be sought about any particular product.

THE CATHOLIC SCHOOL JOURNAL serves its purpose well, and even today it has few competitors and no superiors in its field.

ALL: Great St. —, we want you to pray to God for our Father —. He has done many good things for us here in — [name of city.] We know you are helping him. Keep on giving him health and strength to stay with us a long time yet.

[Toward the end of the prayer the child representing the patron saint of the priest enters. The children look at him in admiration.]

ALL: O great Saint whose name Father — bears, keep him always in your care.

Rose: The Little Flower prayed much for priests. She is in heaven because she did little things well. Father tells us to begin to love Jesus a little. If we do that, we will someday be in heaven with the Little Flower of Jesus.

[Enter, a child dressed as St. Thérèse.]

ALL: St. Thérèse, send roses of blessings down on Father ——. Take him to little Jesus when he dies.

DONALD: Father's Guardian Angel has taken good care of him. How happy he must have been the day Father was made a priest. He must be very happy today too, taking so many messages to God and bringing back blessings on Father.

[Guardian Angel enters.]

ALL: O good Angel kind and dear, how glad we are that you are here. Stay close by Father —— day and night, and help him do all that is right.

JEAN: We must not forget a prayer to Mary, our dear Mother, in heaven. She has been so good to Father and to us. Father says it is she who helps him in all his work. Let us ask her to continue praying to Jesus for Father.

[Blessed Mother enters.]

ALL: Dear Mother Mary, pray for Father —. Dear Mother Mary, pray for us!

BLESSED MOTHER: Dear children, God has heard your prayers for your good pastor. I know Father — will be pleased with the Spiritual Bouquet you are giving him. But always remember that Father will be more pleased if you try to be good children.

[All sing: "Holy God."]

### A Playlet for the Pastor's Name Day

## **Petitioning The Saints**

Sister M. Lina, O.S.F, \*

[Marie is seated in the living room playing with her doll. A knock is heard and she goes to the door.]

MARIE: Come in. Oh, hello!
[A group of children enter.]

CAROL: Marie, will you come with us to Father —— house? We are going to wish him a Happy Name Day and thank him for always being so good to us.

MARIE: I'll be glad to go with you. But don't you think we should take Father a present? Father told us the best gift we can give to anyone is our prayers. Let's say some prayers for Father right now and we will write them on a pretty card.

RAYMOND: The other day we read a story about St. Bernadette. We can say a Hail Mary in her honor for Father. She took care of sheep and lambs. Sister said Father is like Bernadette because he watches over us—God's little lambs,

[They kneel down and say a Hail Mary. Toward the end of it, Bernadette enters dressed as a simple peasant girl.]

DONNA: Oh, there is little Bernadette now!
ALL: Dear St. Bernadette, you see the

beautiful Virgin Mary all the time now. Please pray to her for Father —— who is our Good Shepherd.

[Bernadette walks to the side of the room.]

JOHN: I think we should pray to St.

[pastor's patron] too. You know Father—
was named after him.



The Pastor's Guardian Angel and His Patron Saints Come for His Feast Day.

\*The Sisters of St. Francis of Assisi, Milwaukee 7, Wis.

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\*Consul La Salle

# The Fabric of the School

### Parochial School Housing

### Mechanical Equipment

Thomas J. Higgins \*

SAFETY and utility are designed into a building. Safety includes not only the elimination of fire hazards by fireproof consuction and the provision of ample exits, but applies also to the mechanical plant, designed and built into the schoolhouse for the physical and emotional comforts of the pupils. Sanitation goes beyond the installation of modern tollet facilities. A healthful atmosphere must be considered a vital part of the modern schoolhouse.

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That is the function of the mechanical equipment—the heart of the school plant—the operating force that makes the structure livable. The heating, ventilating, plumbing, and lighting systems usually are taken for granted. These are the intangibles of which we seldom are aware, and which we rarely understand.

Even a small modern schoolhouse contains a heating plant with pumps and boiler firing device; hot water heating system; ducts and piping for the distribution of heat; fresh air intakes; air washers and filters; humidifiers; ventilating fans; thermostats; unit heaters and ventilators for providing fresh air. Unless this equipment is designed and selected by a qualified mechanical engineer, it is only problematical how efficiently a healthy atmosphere can be maintained in the school.

Mechanical ventilation is necessary in the northern states to maintain healthful conditions in the classrooms during the winter months.

Germicidal lamps for the reduction of airbome bacteria have proved effective in schoolrooms after years of service in the military

The artificial lighting of schoolrooms has been greatly accelerated during the past decade. How much light is necessary to produce the most efficient work and protect the children's eyes is still undecided. There is no disagreement, though, with the contention that most schoolrooms are poorly lighted. Whether the ultimate desirable classroom lighting shall be incandescent or fluorescent is not yet known. A proper installation of either will prove satisfactory under today's standards. For the present, it is well to strive toward 25 and 50 foot-candle power for classrooms. Good lighting for the new building should not be too quickly rejected on the basis of installation and maintenance costs.

Provide adequate size wire for an ideal system, even though economies must be practiced at the present time by omitting some fixtures.

Base plug outlets should be provided in classrooms and corridors for use of visual aids and cleaning equipment.

The plumbing and sewage system, commonly called the sanitary system, is found today most complete even in rural schools where well pumps and septic tanks are required. It is ironical to teach health and sanitation in the classroom unless clean sanitary toilet facilities are provided and supervised.

Probably, the most important thing to remember in connection with planning the sanitary system for a new school building is to keep the toilet rooms above grade and out of the basement. The location of toilet rooms and the distribution of fixtures is usually more important than the total number of fixtures provided in the building. It is sometimes possible to locate the toilet rooms so that they can also be used by the children on the playground after school hours without opening the entire building. Lavatories for hand washing should be provided in each toilet room. Some method of dispensing soap and facilities for hand drying are as important as the lavatory. Service sinks for cleaning purposes should not be located in toilet rooms.

The walls of toilet rooms should be of glazed tile or similar material. The floors should be of terrazzo or other nonpervious material. Avoid the use of a soft toilet room floor. The toilet stall partitions can be constructed of many materials that are sturdy and that will resist marring. Marble has proved very satisfactory through years of use.

One economy that can be accomplished in the cost of the new building is the reduction in height of toilet stalls. In most schools the tops of toilet stalls are seven feet above the floor. Four feet is sufficient. It will facilitate cleaning and reduce amount of material needed if the toilet stalls do not connect with the floor, but are supported on pipe standards about a foot above the floor. The same is true of water closets. The wall hung type eliminates crevices at the floor line that are unavoidable with the floor-set fixture.

Drinking fountains should be provided at convenient locations throughout the building, and on the playground, but never in toilet rooms. Sill cocks for hose connections should be remembered for the exterior of the building.

The heating and ventilating system should provide a consistent temperature of 68 or 70 degrees in all regularly occupied sections of the building. All systems should be equipped with automatic temperature controls. Special provisions should be incorporated in the plans whereby certain sections of the building, which may be used after school or during week ends, can be heated separately. All areas occupied by pupils should be ventilated to maintain healthful air conditions at all times.

Service rooms for the janitors should be



Lunch Time in a Chicago Public School.

\*Consultant, School Buildings and Surveys, 228 North 4 Salle St., Chicago 1, Ill.

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provided. A washroom with toilet is necessary. Ample storage space for supplies and janitor closets on each floor, equipped with a slop sink, for the storage of brooms, mops, etc., should be included in the plans.

Consideration should be given to incorporating a public address system and a program clock system in the building plans.

The use of audio-visual aids will require suitable wall receptacles at the front and rear of each instructional room.

In most sections of the country provisions for supplying as much daylight as possible through the use of windows is desirable. In northern states the minimum area of windows should be equal to at least 20 per cent of the floor area of instructional rooms. The tops of the windows should be located as near the ceiling as practicable. Windows should be equipped with double roller shades. The use of venetian blinds in classrooms has not proved successful, due to maintenance costs.

The foregoing articles on suggestions and phases of schoolhouse planning can be considered only elementary. However, an attempt has been made to outline some of the errors that are most often observed in schoolhouses that are not readily discernable to the visitor to the building.

It is the sincere hope of the author that these suggestions may in some small way be helpful to the school administrator and result in the planning and construction of more adequate parochial schools. used as in shows, games, etc. In most auditorium or gymnasium-auditorium units from 35 to 60-watt output amplifiers are needed with three or four mixing channels with individual volume control for each mixing channel, a phonograph jack and control, and two good speakers. This type of portable unit may also be used for parish carnivals and athletic events, card parties, and parish picnics.

#### Classrooms

A sane and reasonable recommendation would be to have all elementary classrooms fitted with darkening shades, electrical outlets in the front and rear of the classroom and at least the ceiling acoustically treated. This arrangement provides for all types of audio-visual aids. The most satisfactory type of acoustical material, so far on the market, is the perforated or slitted fiber tile. It is easy to maintain and repeated paintings do not impair acoustical properties to a great extent.

A minimum essential for secondary classrooms would be to equip certain strategic classrooms such as science and social study laboratory with audio-visual accommodation such as electric outlets in the front and rear of the rooms, acoustically treated ceilings, and darkening shades. The same acoustical treatment should be used as in the elementary classrooms. In many instances a loudspeaker performs best when placed on the floor and diametricaly across the room instead of placing the speaker on a table facing a flat wall or rear blackboard. Electrical outlets should be placed to the front and rear of all secondary classrooms, regardless of the audio-visual program. The same counts for acoustical treatment of classroom ceilings.

# Audio-Visual Facilities Brother Eugene Streckfus, S.M. \*

#### The Auditorium

The auditorium plays an important role in modern educational programs. In an elementary or secondary school, conditions should be favorable for the presentation of amateur programs and homemade programs by teachers and pupils and by parish talent. Accommodations for a movie projector of the 16mm. variety and an efficient public address system with adequate controls and power are the minimum requirements for the auditorium or gymnasium-auditorium unit.

Electrical outlets in the middle of the floor frequently cause maintenance trouble and are often short-circuited during the cleanup season by alkali scrubbing solutions. This is especially true for the gymnasium-auditorium unit. Low placed wall plugs with an extra length of extension cable work efficiently. If the floor of the auditorium is ramped, then electric outlets can be spotted along the center aisle.

The modern 16mm. movie projector does not need auxiliary speakers from the central sound system. If the auditorium is very large an extra speaker may be purchased with the 16mm. projector for this purpose. Movie screens may be placed to the rear of the stage, taking care that the angle of vision does not interfere with good vision by the spectators. The width of such a screen should be 1/5 of the distance of the most remote spectator. This distance or size is determined by using the size of the letters, at 20 feet, of an eye testing chart. In auditoriums not having a slant floor the portable speaker or speakers of the movie projector frequently perform best when placed on the floor, facing diagonally across the floor. In an auditorium with a slant floor, the speaker often performs best and most distinctly when placed on the stage but not facing a flat or highly reflective surface. Darkening shades must be provided for the auditorium or gymnasium-auditorium. These shades to be effective must of necessity cut off much of the window ventilation needed by the audience, especially if crowded. It is for

\*North Side Catholic High School, St. Louis 13, Mo.

this reason that artificial ventilation must be provided in such areas. In the auditorium-gymnasium the windows may be of glass block with small iron frame louvres and artificial ventilation from the ceiling as determined by an experienced engineer in this field. The unit type of ventilation and heating with an outside inlet for the proper amount of fresh air and gravity exhaust or forced exhaust is the usual system employed in this type of room.

#### The Public Address System

The central sound system need not be extended to the auditorium or auditorium-gymnasium. If extended, it should be used as a supervisory aid for the principal or for recreational music. To get the proper wattage output from a central sound system, except in an average or small unit, is a very expensive procedure and by necessity rather complex.

The public address system for the auditorium should be a separate portable system with not less than 35-watt output amplifier and two speakers. The amplifier should be wired for several mixing channels so that more than one type of microphone may be used and controlled at the same time. For amateur plays, variety shows, and band programs this is essential. As a rule more than one speaker gives best results. In an auditorium-gymnasium the re-entrance and the cone type give the best results. The re-entrance speaker is fair for music and has high fidelity; the cone speaker has good fidelity but it is not so good for penetration. Speakers mounted on a solid base, capable of the proper elevation and movability are very serviceable for many school and parish purposes other than in this

Competitive brands of public address systems should not be purchased on the basis of price alone. They are usually low in effective output for a large auditorium; they must perform at maximum output thereby lowering the output fidelity. In all cases when testing such units, previous to purchasing, be sure to test under actual conditions for which it is to be

#### The Cafeteria

If the cafeteria kitchen proper is physically separated from the eating section thereof, this unit may serve as an excellent audio-visual aid room for a group of students too large for a classroom and too small for the auditorium. When the cafeteria unit is to be used for this purpose it should be equipped with darkening shades and at least the ceiling should be acoustically treated with perforated or slitted fiber tile. If recessed storage is provided, this room may well serve as a storage center for the audio-visual equipment for the floor on which it is located as well as a laboratory, thus gaining a higher utilization for this otherwise not sufficiently used space. Incidentally, projectors of one type or another frequently are damaged when transported from one floor to another and thither and

#### Principal's Office or Administration Center

A central sound system with two or more channels, equipped with AM and FM tunes, several mixing channels for various types of microphones, 16-inch dual-speed turntable, amplifiers, could be located near to the principal's office or, in many instances, in the office itself. In either case, the room has to be acoustically treated if student programs are to be sponsored for broadcast back to the student

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hody or other student broadcasts are to be sponsored. The cabinet type unit has more of businesslike appearance; the panel type is too cold and uninviting.

The central sound system for elementary and secondary schools, with headquarters in the administration center, should have a speaker outlet in all classrooms and other strategic locations. The central sound system, in many instances in the past, has proved msatisfactory for large cafeterias and gymnasjum-auditorium units. The talk-back feature on the central sound system tends to break down teacher morale and rapport and has the tendency to make the administration a snooper center. If a central sound system is installed, it is recommended that the princinal should not annoy and become a nuisance to teachers and students alike or use it as a nuisance device to satisfy his own whims and fancies. The proper broadcast procedure and technique should be adhered to by the principal at all times.

The classroom speakers should be of the recessed, trapezoidal type and placed in the front center of the room about 8 to 9 feet from the floor level. Previous to installing a central sound system, it might be well to debate the question. Under the existing conditions it might be wiser to purchase several portable audio devices of one kind or another. The purchase of an expensive central sound system at the expense of poor equipment or no equipment for classrooms cannot be justified, educationally. If the central sound system cannot be purchased immediately, conduit provisions should be made when the building is erected or renovated for better school facilities and utilization.

#### Audio-Visual Equipment

The first step to be taken when planning a good audio-visual education program is to fit the proper rooms with a good type of darkening shades with light traps. This is very important for good results and is placed here as reminder.

#### Opaque Projector

This projector is used for flat opaque maerials. These materials are limited in size so far to 81/2 by 11 inches. With this type of equipment, reference book pages may be projected with reliability and fidelity in a class-

#### Standard Lantern Slide Projector

This projector uses 31/4 by 4-in. glass slides. Miniature Lantern Slide Projector

This projector accommodates 2 by 2-in. slides. It may be used in connection with 35mm. camera in making color slides.

#### Film Strip Projector

This projects pictures which have been arranged in sequence on strips of 35mm. film. A combination of the miniature lantern slide projector and the film strip projector may be Durchased

#### General Purpose Opaque Projector

There are projectors on the market that will take all of the above sizes by using adapters on a single machine or projector. Unless necessary or under safe conditions, these combination machines are not to be recommended



The Cafeteria in a Chicago Public School.

because of the danger of misplacing parts and other mechanical difficulties involved in using adapters.

#### Motion Picture Projector

The 35mm. projector is rapidly disappearing from the modern school because of fire hazards, lack of portability, the required use of union operators, along with an expensive fireproof booth for projection. The 16mm. projector with the sound reproducing feature is used in classrooms and school auditoriums. The silent film may be projected from a sound machine but a silent machine cannot be used to project a sound reel because the silent machine has a double sprocket wheel. Care must be taken to secure the proper size lense or lenses for classroom or auditorium use. An 18-watt speaker output is ample to cover a very large auditorium especially when this load is divided between two speakers instead of one speaker.

#### Screens

The proper type should be used in the proper place. The matte type is superior for general use to the glass bead and the aluminum types.

#### Radio Receiver Units

These portable units should be designed, if possible, for AM and FM reception. Television reception and projection is available in some areas now.

#### **Dual-Speed Turntables**

For playing discs or records of any diameters from 6 to 16 inches either at 78 or 33 1/3 r.p.m. as need may require. This may be an excellent unit to use in the typewriting department for drills and rhythm. It may also be employed for music appreciation and the English department.

#### Portable Public Address System

This consists of amplifier, speaker, or speakers, microphone. The dual-speed turntable and the portable public address system may be combined in some instances but this practice in larger schools usually leads to confusion and repairs. Care must be exercised to secure the proper wattage for the use intended.

#### Recording Machine

This should contain the play-back feature for transitory and permanent recordings. This latter machine is much employed in public speaking classes and for speech correction and for rebroadcast on the central sound system. Projection Table

Small tables of the proper heights are needed to mount the audio-visual aid equipment when in use in a classroom. Where it is possible, an audio-visual aid should be mounted permanently on a steel cart with rollers or casters. In all cases the projector should be mounted high enough to clear the average head height of a seated student so that the central space, the best for vision and sound, may be utilized for this purpose.

#### Darkening Shades

Except for certain light experiments in science, a light tight room is not essential. The opaque shades on spring rollers or drawn drapes are adequate for darkening in audiovisual programs. These darkening shades should be provided with light trapping channels for each window recess and the shades should overlap the window recess by at least 4 inches. Draw drapes should be light weight, lined, opaque, and mounted on a light-trapping track, so that they may be drawn over the entire glass area. Denim or black sateen are satisfactory for this purpose.

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# The Exhibits at the 44th Annual Convention of the N.C.E.A.

John F. Faber

THE Forty-fourth Annual Control Edu-the return of the National Catholic Edu-Porton after a period THE Forty-fourth Annual Convention saw cational Association to Boston after a period of thirty-eight years. Since the first convention of this Association in Boston, great strides have been taken in the expansion of, and toward perfection in Catholic education.

The return to Boston for the 1947 convention found the commercial exhibits housed in the Armory of the First Corps Cadets, which was organized in 1741. The first regiment trained here fought in the Revolutionary War. Each succeeding war in which America has participated, the First Corps Cadets Armory has furnished its full quota of well trained officers and men, properly instructed in the use of the weapons and tools of war.

It may be providential that the N.C.E.A. should give those Catholic school administrators and teachers, fortunate enough to attend the convention, an opportunity to become acquainted with the weapons and tools of education in this same historical building so successful in preparing men to fight our battles for freedom and democracy. Properly constructed and maintained school buildings, with the best equipment, supplies, and books are the weapons Catholic educators must use in fighting the ever-present war against Godlessness, ignorance, and prejudice. No modern school can function efficiently without these weapons and the exhibitors' sales representatives were well equipped to offer the same basic information and training in the use of these weapons as the officers of the First Corps Cadets were in the performance of their duties. Those who took advantage of the opportunties offered by the exhibits were richly rewarded. Those who missed the exhibits, or could not attend the convention, will have another opportunity next year, God be willing.

#### **Publishers Predominate**

Publishers of text, professional, supplementary, reference, spiritual reading, and trade books, outnumbered the exhibitors in other educational aids. There were fifty-three publishers represented in the one hundred and twelve exhibits. Any Catholic educator with a book problem had the advantage of selection and comparison of offerings. The largest Catholic book club in the world exhibited its past selections and distributed a forecast on its future selections. Among the new publications could be found:

Cadmus Books - 51 new books recently approved for use in Catholic schools Christianity and Civilization - a modern world

Doorways to Science - general science text for

grade 9 English in Review - review of four years of

high school English English Series - new series for high school with first year book ready

Fronteras - first year course in Spanish In the Service of God — a series of five religious

vocation film strips

Marian Latin Series - the first year book ready in a new series by Dr. Deferrari of Catholic University

7-12

Modern Reading - a remedial reader for grades Old World Treasures - grade 4 history, first in

a new one-cycle series Our America - new social studies series for intermediate grades

Our Civic Life and Progress - a first year high

school book on government

Our World of Science—a basic science program, grades 1-8

Prose and Poetry Series - for grades 4, 5, and Reading for Interest Series - the addition of

three new books to this popular series for elementary grades

See and Say Phonetic Series - completely, revised, for grades 1-3

Social Studies Course - six up-to-the-minute additions

Using Our Earth - grade 4 book in new geography series

Vocational Citizenship - guidance text for high school

The name of the publisher of any of the above new books may be requested by any reader of the CATHOLIC SCHOOL JOURNAL.

#### All Other Exhibits Enlightening

The great advances made in audio and visual education by manufacturers in co-operation with educators, was evident at the exhibits of many companies. Projectors (silent and sound), films, slides, pictures and unbreakable disc recordings were interestingly displayed. The application of television to education was demonstrated to practically all who visited the exhibits. The developments in the field of television will warrant the close attention of all educators.



Exibits of School Books, Supplies, Furniture, and Equipment at the N.C.E.A. Convention.

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While fewer in number, the exhibits of typewriters, duplicating machines, church goods, religious articles, art materials, maps, globes. floor treatment machines, school buses, school supplies, uniforms, and jewelry, were all that could be desired by those interested in these necessities to the proper functioning of Catholic schools. Of particular interest to all Catholic educators is the sound motion picture called "Priceless Cargo" treating safety, recently awarded an "Oscar" by the motion nicture industry. It is eighteen minutes in length and available to schools on 16mm. or 35mm. film without any commercial advertising, at no cost, from the Superior Coach Corporation.

#### The Variety in Exhibits

An alphabetical list of products or services exhibited, with the number exhibiting in each group follows. Further information on these exhibitors will be furnished gladly upon request.

	Art supplies							
	Blackboards				*	4		
	Books .				*			
	Book clubs							
	Catholic movies						4	
	Church goods							
	Diplomas .							
	Duplicators							
	Educational test	s .					. 1	
	Floor treatments	s						
	Furniture							
ı	Instructional file	ms .						
١	Jewelry .							
	Magazines							
١	Maps, globes							
ı	Motion picture	equipm	nent					
ŀ	Pamphlets							
١	Pencil sharpene	rs .						
ľ	Projectors							
ı	Projection screet	ns .						
ı	Radio equipmen	t .						
ı	Recordings							
ı	Religious article	s .						
ı	School buses							
ı	School supplies							
ı	School uniforms							
ı	Scrubbing and p	olishing	nicks					•
ı	Soap .							
١	Stationery							
ı	Teaching pictur	es .						
ı	Television							
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# Convention Echoes CHRISTIAN DEMOCRACY AND COMMUNISM

Rev Dominic Brady, O.P., S.T.L., of the Catholic University of America, delivered a timely address on "Christian Democracy and the Challenge of Communism." He reminded his listeners that the menace of atheistic communism which our President and our statesmen are fighting now is the same atheistic communism about which Pope Pius XI warned the world ten years ago.

In discussing democracy, Father Brady stressed the teaching of Pope Pius XII that the character of democracy depends on the character of the people. "In a people worthy of the name, the dizen feels within himself the consciousness of his own personality, duties, and rights of his own liberty linked with respect for the liberty and dignity of others. In a people worthy of the name, all inequalities due not to arbitrary will, but to the very nature of things, which do not predjudice justice and mutual kindness—are not indeed an obstacle to the existence and dominance of the true spirit of community and

brotherhood. On the contrary—they give it its proper significance—namely, that in the eyes of the state each has the right to live honorably his own life in the place and condition in which the plans of Providence have set him."

Since the success that communists have achieved in our own country is due, in great measure, to their untiring efforts, we must, said Father Brady, apply an equal zeal and determinization to the cause of Christian democracy. The conclusions for Catholic educators he summarized as follows:

1. First, we must heed the voice of Christ: "Amen I say to you, if you have faith like a mustard seed, — nothing will be impossible to you. But this kind can only be cast out by prayer and fasting" (Matt. 17:19-20).

2. Second, we must make our schools Theocentric. Knowledge and love of God must, in fact, be the heart and center of all that we teach. As one of our great military leaders said at the close of the war, "The problem (of survival) basically is theological and involves a spiritual recrudescence."

3. Third, every activity in our schools, within the classrooms and without, must be re-evaluated in terms of the Christian virtues of faith, hope, charity, prudence, justice, fortitude, and temperance with their allies. Failing in this, we cannot hope to produce the true product of Christian education, "the supernatural man who thinks, judges, and acts constantly and consistently in accordance with right reason illumined by the supernatural light of the example and teaching of Christ" (Pius XI, On Christian Education, p. 32).

4. Fourth, we must convince ourselves and our students that there is no such thing as a society apart from its individual members. Reason dictates that social life is but a phase of the life of the individual conspiring with his fellow men for the common good. The modern notion of a state as a vague abstraction with unlimited authority is false. A true and healthy democracy depends on the integrity and personal responsibility of its individual citizens.

#### UNESCO - A CATHOLIC OPPORTUNITY

The importance to civilization of the United Nations Educational, Scientific, and Cultural Organization was urged in an address by Dr. George Shuster, president of Hunter College, New York City.

The N.C.E.A. has been interested in UNESCO from the beginning. At the 1946 convention in St. Louis, Msgr. Hochwalt and Dr. Hugh S. Taylor explained the purposes of this effort for world peace. [See Catholic School Journal, June, 1946, pages 212-214.] In the October, 1946, issue of Catholic Action, Msgr. Hochwalt addressed to Catholic teachers a plea entitled "Don't Forget UNESCO." This article was reprinted in the December, 1946, issue of THE CATHOLIC SCHOOL JOURNAL (page 338). In the December, 1946, and the January, 1947, issues of THE CATHOLIC SCHOOL JOURNAL, the editor discussed the Constitution of UNESCO emphasizing the epigrammatic sentence in the preamble: "Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed."

Dr. Shuster, in his paper read at the 1947 convention of the N.C.E.A., explained the organization of UNESCO briefly as follows: "One part of it is the International Secretariat in Paris, the business of hich is to carry out the program devised by the periodic UNESCO conferences in which representatives of the nations participate. The second part is constituted of

the National Commissions, which are groupments of bodies and agencies in the several countries interested in education, science, culture, philosophy, religion, and other intellectual pursuits. And the third part is simply the people, speaking through the societies and associations in which the multiform concerns of its culture find expression."

"The principal question asked by UNESCO," said Dr. Shuster, is, "Can it find methods for subjecting the convictions and loyalties to a different sort of arbitration than war?" While we know that there always will be conflict between good and evil, truth and falsehood, still, "we must hope for, work for, the creation of a world-wide forum of discussion inside which the teaching of competing views of life, or of rival national allegiances, will be honest and free, rather than fanatical and bloody."

Dr. Shuster admitted the danger that free discussion of all views may lead to the suppression of freedom itself, but asserted that we can accomplish more for the good by participating in the discussion than by trying to suppress it. Freedom to speak, he said, can be lost only by failure to make use of it.

The speaker said that the most difficult single problem of UNESCO is the attitude of Russia. "Russian propaganda is at present ruthless, imperialistic, dishonest, and dangerous. . . We have not been able to elicit from the Kremlin any expression of opinion about UNESCO—not even an official newspaper editorial. . . That UNESCO will to a great extent fail unless the attitude of Russia toward other peoples can be changed is evident. . . But this is in my opinion no argument against UNESCO. . . Let me express the opinion that precisely this Russian difficulty presents the Catholic public with a major opportunity to support the work of UNESCO. . . .

"If then there is to be any debate with Russian Communism in terms which Europe can understand, it will be a debate in which Catholics are protagonists I have no doubt they can win it, provided they really want to. What is needed is confident eagerness to have a discussion, and careful preparation. I suggest that American Catholics prepare to spend \$25,000,000 or even \$50,000,000 on financing that venture.

With these sums we can muster a corps of experts and later of workers here and abroad, eager to labor in the spirit of the great Jesuits who in the seventeenth century won back Poland and gained a strong foothold even at the Court of Catherine of Russia. Only this time the majority of them must be laymen, and we must not be too squeamish about each of them except in terms of his complete dedication to the cause. They must know economics, politics, literature, the labor movement, modern life. The mustering of public opinion for the manifest blessings of antitotalitarianism must be their chief interest. I believe that within two years such a group could make a serious dent in the Iron Curtain. and that in a few more years it could gain access to the Russian people.

"You may call me romantic if you insist. I shall merely retort that the record isn't too bad, and that today there is probably nobody who will deny that the Berlin Olympic Games presented in their day a unique and fateful opportunity to carry on the struggle against Hitler short of war. And if you wish to argue about money, let me say that even \$50,000,000 would be dirt cheap compared with the levy which will be exacted by another war. That war would cost American Catholics alone billions of dollars and millions of lives.

# Catholic Education News

#### A CENTURY OF ACHIEVEMENT

On July 31, 1847, four School Sisters of Notre Dame and one novice landed in New York City. Mother M. Teresa was the superior. In the fall of 1847, they began teaching in four parish schools of Baltimore and Mother Teresa requested more Sisters from the mother house in Munich. In the spring of 1848, 11 more Sisters

In December, 1850, Mother M. Caroline, who had been appointed vicar superior for the United States, founded the mother house of her congregation in Milwaukee, Wis. This was a permanent foundation and is today the principal head-quarters of the Sisters in the United States. Mother Caroline, who was only 26 years old when she made the Milwaukee foundation, had, at the time of her death in 1892, given the habit to 3000 candidates and had opened more than

The Congregation de Notre Dame was founded, under the direction of St. Peter Fourier, on Christmas Day, 1597 in Lorraine, France, with Blessed Alice Le Clerc as superior. After enduring persecutions in Europe, the congregation was reorganized in 1833 as the Poor School Sisters of Notre Dame, with Mother Teresa of Jesus foun-

dress and first superior general.

Today the School Sisters of Notre Dame have in the United States 560 schools, 30 in Canada, 20 in South America, and five in Puerto Rico. They include three colleges—Notre Dame of Maryland, Mount Mary at Milwaukee, and Le Clerc College at Belleville, Ill.; 118 high schools; 433 elementary schools; five orphanages; two schools for the deaf; three catechetical schools; six schools for Negroes; one for Chinese in Chicago; and one for Indians at Harbor Springs,

The Sisters have 6311 members in America The Sisters have 6311 members in America teaching 151,816 children. They have five provinces: Milwaukee; Baltimore; St. Louis; Mankato, Minn.; and Waterdown in Ontario, Canada. The general mother house of the congregation is at Munich, Bavaria. Mother M. Almeda is superior general. Mother M. Fidelis, the commissary general in America, resides at the mother house in Milwayles. Wisc.

Milwaukee, Wis.

#### SAVE THE SCHOOL LUNCH PROGRAM

For more than a decade the Federal Government has been offering aid to the states for a school lunch program. With the President's signature on June 4, 1946, Public Law 396 became effective providing aid to all schools, public or private, for a school lunch program, if the state or the schools would match the federal contributions of the schools would match the federal contributions. tion, dollar for dollar, and conduct its program on a nonprofit basis.

This year the school lunch program is benefiting 25 per cent more children than it did last year. It would have helped 40 per cent more children if Congress had appropriated enough money. The states are ready to open lunch programs in more than 13,000 additional schools next year to serve 3,000,000 more children if Congress appropriates its share of the cost.

Even during the present year, the program must curtailed unless Congress appropriates \$23,-000,000 to supply the deficit for the remainder of

the year.

Congress now is planning to cut appropriations in every direction in an effort to reduce taxes. It is likely to fail to provide for the present deficit in the school lunch program and to appropriate sufficient funds for the school year 1947-48 unless Congressmen are acquainted with the importance to national health of this program and with the emergency of the situation through public reminders. Educators and public spirited citizens are suggesting that members of Congress be reminded of the far-reaching importance of this project.



Milwaukee Journal Photo A Procession in the Courtyard at the Motherhouse of the School Sisters of Notre Dame, Milwaukee, Wis.

Among the keymen with whom contact is suggested are the following whose address is the Senate Office Building, Washington, D. C.: Sena-tor Robert A. Taft, chairman, Committee on Labor and Public Welfare; Senator Arthur Capper, chairman, Committee on Agriculture and Forestry; Senator Styles Bridges, chairman, Committee on Appropriations. The address of the following is House Office Building, Washington, D. C.: Rep. Fred A. Hartley, Jr., chairman, Committee on Education and Labor; Rep. Clifford R. Hope, chairman, Committee on Agriculture; Rep. John Taber, chairman, Committee on Appropriations. In addition to these, individuals and organizations will write to their own senators and representatives

#### COURSE FOR TEACHERS OF RELIGION

The Catholic University of America has announced a comprehensive series of courses for teachers of religion to be conducted from June 30 to August 9.

These courses, announced as The Catholic Action Institute of the Confraternity of Christian Doctrine, are planned for diocesan directors of the Confraternity, parish moderators, priests, re-

ligious, seminarians, and lay people.

Rev. Michael J. Quinn, of the Diocese of Brooklyn, is director of the Institute. The faculty includes such outstanding teachers and leaders as Rev. Gerald Ellard, S.J.; Rev. Aloysius Heeg, S.J.; Very Rev. Rudolph G. Bandas; Rev. Francis J. Connell, C.Ss.R.; and many others.

For complete information write to: Rev. Michael J. Quinn, Director Catholic Action Institute, The Catholic University of America, Washington 17, D. C.

#### WORKSHOPS IN EDUCATION

The Catholic University of America has announced two educational workshops to be held June 13 to 24. One will deal with the administration of the Catholic secondary school, the other with the philosophy of Catholic higher education.

#### OFFICERS FOR C.L.A.

Brother A. Thomas, F.S.C., director of libraries, Manhattan College, New York City, is the new president of the Catholic Library Association.

Brother Thomas received his A. B. from Manhattan College in 1926, also an A.M. and a B.S. in library service from Columbia University in 1931 and 1935. He was pursuing special studies at the Vatican when the war broke out. For the past two years, he has been vice-president of the

Sister M. Reparata, O.P., Rosary College, River Forest, Ill., is the new vice-president; and Laurence A. Leavey, P.O. Box 25, New York 63, N. Y., is executive secretary.

Brother David A. Martin, C.S.C., University of Portland, Portland, Ore., and Sister M. Florence, O.S.B., College of St. Scholastica, Atchison, Kans. were elected members of the executive council.

The Catholic Library Association will met June 30-July 3 at San Francisco, Calif. The sec-retary is Lawrence A. Leavey, P.O. Box 25, New York 63, N. Y.

#### **GOVERNMENT SUPPLIES**

The War Assets Administration's nominal pricing program, formerly restricted to schools training veterans, has been extended to all eligible nonprofit schools and hospitals.

The right of schools enrolling veterans to pur-

chase surplus government property at 5 per cent of fair value, which expired March 31, has been restored - and extended to other eligible schools

and health institutions.

The surplus items available range from scientific apparatus to kitchen facilities, including business education equipment; heating equipment; communication and electronics equipment; furniture for office, school, auditorium, or laborator; optical instruments; indicating, recording, and controlling instruments; cafeteria equipment; and other apparatus for classrooms, laboratories, of machine shops.
(Continued on page 19A)

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# At Your Command ...



SOUND motion pictures—as an aid to good teaching—help speed instruction and lighten today's extra-heavy teaching load. They are tireless "assistant teachers"—always ready to shoulder a share of the heavy burden all teachers are now carrying. They are helpers in the truest sense of the word, bringing the world in sight and sound into the classroom.

Filmosound, the famous Bell & Howell 16mm sound projector, is known to educators everywhere for the superior quality of its pictures and sound . . . free of all sense of mechanical intervention. The painstaking engineering and distinguished craftsmanship in Filmosound are expressed in rugged simplicity, complete dependability, and truly easy operation.

Filmosound assures the greatest effectiveness of any audio-visual program. Bell & Howell Company, 7188 McCormick Road, Chicago 45.



Bell & Howell
Since 1907 the Largest Manufacturer of Professional Review Equipment for Religioused and the World

# New Books of Value to Teachers

The World Book Encyclopedia

18 vols. and a "Reading and Study Guide," 1947, The Quarrie Corporation, Chicago 1, Ill. (12

vols. published up to date).

Unbiased objective presentation of subject matter meeting the ever increasing demands of the modern elementary school curriculum is of para-mount importance in the compilation of such an indispensable reference tool as an encyclopedia. Well established as one of the standard elementary school encyclopedias The World Book Encyclopedia in its new 1947 edition not only maintains but elevates the high standards of its predecessors.

Nineteen volumes including the "Reading and Study Guide" of a size not too cumbersome for the little ones to handle yet durable enough to withstand the reasonable wear of the none-too-gentle hands of the typical American schoolboy make up the set. Strict adherence to alphabetical arrangement of all information in the first 18 volumes eliminates the need of an index. To avoid repetition of subject matter "see" references are inserted in their logical alphabetical sequence. The last volume of the set, a "Reading and Study Guide," provides a topical classification of the material included in the encyclopedia proper.

Triple identification on the spine of each volume by letter, number, and pagination included in the volume facilitates quick and sure location of desired information. Timesaving devices such as bold-type article headings, smaller side headings in the longer articles, and the pronunciation of unusual words should prove a boon to the student impatiently eager to find the information sought as well as to the teacher ever pressed for time. Short informational eye-catching captions give pedagogical value to the numerous illustrations throughout the text. A mere glance imparts some new knowledge even in the haphazard paging of

a volume. Subject matter demanding greater development is consistently expanded through a fivefold method of procedure beginning with the story clarified by such visual aids as pictures, maps, diagrams, and charts, followed by an outline consisting of the bold-type article headings and subheadings as used in the main presentation. A list of questions is then given to insure assimilation of the essential points contained in the article. Aroused interest finds a source of satisfaction in the reference to "Related Subjects" listed immediately after the questions. Bibliographies with titles like "Books for Younger Readers" and "Books for Older Readers" conclude many of the articles of current interest and may serve to launch the reader into a detailed study of a matter first approached with mere casual interest. Such bibliographies serve to raise the reading level of the set beyond the juvenile, thereby increasing the scope of its in-

terest and utility.

Narrow marginal allowances on all sides but aticularly the inner one absolutely forbid rebinding without detriment to text and illustra-tions. The paper, however, is surprisingly good for so proximate a postwar publication.

Authenticity of the respective articles is vouched for by the initials of the author whose complete identification with credentials is given in Volume A. Well may the conscientious Catholic teacher interested in the spiritual as well as in the intellectual growth of the children placed under her care ponderingly hesitate before purchasing a general reference tool such as an encyclopedia. An examination of the treatment of a number of Catholic subjects too often misrepresented has revealed that no other authority than "F. J. S." (Fulton J. Sheen) has written or authenticated them. Histories of Catholic institutions have been written by one of their own members. If the remaining volumes yet to be published maintain the same spirit of truth and fairness in their attitude toward the Catholic Church as previous edi-tions have, Catholic schools and libraries need not fear to make the information in these volumes freely accessible to all.

Sweeping masterly renovations have been made in the text and format. New articles have been inserted to bring available information up to date. Older articles have been revised or entirely rewritten, and all have been simplified. Subjects most generally found in the curriculums of the various grades are written up in the vocabulary corresponding to that grade's reading level under the supervision of grade placement and reading level experts. Actual classroom experimentation with the first six volumes demonstrated that sixthgrade children and better than average fifth-grade pupils can read and use them independently. Guidance on the part of the teacher was necessary in the case of the other fifth-grade children. Greater simplification, then, would seem advisable if the set is to be of service to the lower grades.

The illustrations are excellent, many, and well placed in relation to the text dealing with their theme. Vivid in color, active in line, simple in composition, modern in frequent off-the-page arrangement, each one is designed to catch and hold the eye of the youthful readers. Colored pictures depicting animal life and nature studies are particularly outstanding. Attractive colorful kodachromes of life and customs in various lands produce much the same pleasant effect as those one always expects to find in the National Geographic Magazine. Detailed maps, famous paintings, charts, and diagrams in their correlation with the text simplify what would otherwise be complicated matter discouraging to the juvenile mind. Statistical tables give verification to general statements regarding population, production, and the like.

Without provision for incorporation of the rapidly increasing amount of current reference material an enormous undertaking like an encyclopedia would soon become static, dated, dead weight on the bookshelves. Annual supplements, periodic revisions, and a monthly bulletin service keep *The World Book Encyclopedia* new, alive, and practically indispensable.

Should the school or library feel that its limited funds allow for the purchase of but one elementary school encyclopedia, The World Book Encyclopedia merits serious consideration. Recog-nized for years by leading educators and educational organizations as one of the standard encyclopedias for elementary and high schools, The World Book Encyclopedia in its 1947 appearance retains its well-deserved position in the front ranks. — Sister M. André, O.S.F., Alverno College Library, Milwaukee, Wis.

#### Arithmetic, Grade Seven

By Clifford B. Upton and Kenneth G. Fuller. Cloth, 336 pp., \$1.24. American Book Company, New York 16, N. Y.

This book properly begins with extensive reviews of computation, fractions, decimals, and percentage, and then carries the student forward into such practical applications of arithmetic as home problems, banking and money, comparative figures, and measurements. A chapter is devoted to practical geometry. Each unit is followed by timed improvement tests, and a final section is devoted to remedial exercises. Effective teaching of this work should develop not only accurate skills but very practical thinking in terms of numbers and number relations.

#### Chemistry For Our Times

By Elbert C. Weaver and Lawrence S. Foster. Cloth, 738 pp., \$2.48. McGraw-Hill Book Co., New York, N. Y.

Chemistry is receiving a deserved, new emphasis in high school. In industry, in business, in personal living in the home, principles of chemistry and endless new products of chemical re-search are affecting employment, living habits, and even international relations. This is a textbook intended primarily for the student who is taking the subject as part of a balanced course. The approach is that of the consumer, the family member, the intelligent citizen who needs both an

understanding of chemical applications and theory. The nine major units are comprehensive and while they follow widely accepted arrangements of topics, some emphasis is placed on the newer developments in cellulose and plastics, the chemistry of healthful living, radio activity and radiant energy, and the new chemical industries. Summaries for review, lists of new terms, and problems for study are part of each chemical. lems for study are part of each chapter.

Tune

Manuscript Basic Handwriting

Books I, II, and III. By Stone and Smalley.

Paper, 64 pp., 48 cents each. Charles Scribner's Sons, New York, N. Y.

This series has been planned to teach children correct manuscript writing as a basis for joined handwriting, so that their printed letters have a relation to the same letters in written form.

Space is provided in these books for samples of the best writing after preliminary practice.

#### Faith Magazine

In March, 1947, volume 1 number 1 of a pic-torial review of Catholic events came from the press. Published monthly at Buffalo, New York, by Joseph P. Driscoll. Post office address: Bor 72, Sta. B, Buffalo 7, N. Y. Single copies 25 cents; yearly by mail \$3. Reduction in quantities.

Memories and Men (Father Felix M. Kirsch, O.F.M.Cap.)

By Francis S. Laing, O.F.M.Cap. Paper, 104
pp., 50 cents. The Catholic Home Journal, 22037th St., Pittsburgh 1, Pa.
This is a sketch of the life and activities of

Father Felix, a laborer in the vineyard of Christ, as teacher and writer, who impressed those who knew him as being a devoted, industrious, in-defatigable worker in his appointed field.

#### Quest (Volume 12)

Mundelein College, Chicago, Ill., presents another Quest, the 12th in its series of distinguished anthologies of college verse, by the students and alumnae. "There is fine talent here, both in promise and in full flower."

#### Mental Health Analysis

Devised by Louis P. Thorpe, Willis W. Clark, and Ernest W. Tiegs, consultant. Available in four series — elementary, intermediate, secondary, and adult. Published by California Test Bureau, 5916 Hollywood Blvd., Los Angeles 28, Calif. Specimen sets 25 cents; 25 tests \$1.75.

The Analysis, the publisher says, is an instru-ment which provides (1) a means for the identification of mental health difficulties; (2) assistance the understanding of their significance and implications, and (3) suggestions for eliminating or alleviating such maladjustments.

#### Old World Treasures

By Rev. Joseph G. Cox, J.C.D., Mother Mark Madeleine Amy, and Robert B. Weaver. Cloth, 266 pp., 96 cents. Loyola University Press, Chi-cago 13, Ill.

Old World Treasures (for the fourth grade) is the first in a history series of five books en-titled "Voyages in History." This thoroughly

Catholic series, prepared for grades 4-8 inclusive, is designed on the one-cycle system.

Throughout these pages, depicting the early days of civilization in Egypt and Babylonia to the pages of the control of the pages. the Renaissance in Europe, the pupil is made conscious of the gifts of previous generations.
Special mention is made of the monks' contribution to education through their manuscript work, together with the achievements of the saints during the Middle Ages. Pupils will apprecials the many colorful illustrations.

The other books of this series will present the history of the United States in the normal se quence, commencing with the discovery of America and working down to the present day. Dear Saint Teresa, God's Little Flower

Words and music by Leo D. Keller. Miniature Music Co., 866 Dewey Ave., Rochester 13, N. Y. Free sample on request.

(Continued on page 26A)

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# "Faithfully yours" ...



Madeleine Bodier, Instructress in the Department of Speech, McGill University, Montreal, uses the Presto Model "K" Recorder in French Summer School classes. The school offers graded courses for English-speaking persons who wish to improve their French, semphasized and oral courses are divided into small groups for intensive drill.

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# Audio-Visual Aids: A Cooperative Service

# Evaluations of Audio-Visual Aids

George E. Vander Beke, Ph.D., Compiler \*

HE following evaluations are the judgments of teachers forming a National Committee sponsored by THE CATH-OLIC SCHOOL JOURNAL. It is hoped that this service will provide the Catholic schools with a list of suitable materials in the field of audio-visual educational aids. These appraisals are the findings of the teachers reporting them and it is assumed that the ratings given are influenced by subjective factors found in any rating system. The use of the P (poor) rating will be subject to review by the compiler of these evaluations.

The Danger Line

16mm. sound, 22 minutes. Motion Picture Distributing Office, American Red Cross, 40 East 49 St., New York 17, N. Y. Free. Black and

Contents. A description of a school nurse explaining to a class the need for well-fitting shoes.

Appraisal. This film is sponsored by the Thom McAn Shoe Stores and shows the manager of a store giving two pupils a paper foot measuring chart. This device is recommended to be used monthly by the school nurse in her talk to the class. This is clever advertising for the Thom McAn shoes and conveys the impression that this footwear is good for young feet. This is a matter which may be disputed and should be investi-

Utilization. This film will convey the idea that it rather than appearance should be the criterion in buying shoes. The teacher should emphasize that the Thom McAn shoes are not the only acceptable shoes especially if there is a Thom

McAn store in the community.

X. Tomorrow's Mexico

16mm, sound, 19 minutes. The March of Time,
Forum Edition, 369 Lexington Ave., New York
17, N. Y. Available for rental as one of a series. Black and white.

Contents. A description of Mexico showing the happenings during the past thirty-seven years of social upheaval. From Porfirio Diaz (1910) to Miguel Aleman (1946) we see the various changes in Mexico's internal and foreign policies. A search for the solutions of agrarian problems and the building of industrial resources.

Appraisal. Excellent photography and commentary. A very good presentation of an im-

portant subject.

Utilization. A very fine discussion outline is supplied with these films. Suggestions for background material and discussions are provided. Key words, places, and personal names are given as an aid in preparing vocabulary lists for study. Suggestions to teachers and a selected bibliography will enable the students to develop this topic as widely as they wish. For high school and college students.

X. The New France

16mm. sound, 19 minutes. The March of Time, Forum Edition, 369 Lexington Ave., New York 12, N. Y. Available for rental as one of series. Black and white.

Contents. The struggle of France to recover her wrecked economy. The various coalition governments' preparation of the new constitution. The \*Head of the Department of Education at Marquette University; audio-visual aids adviser to The Catholic fear of German resurgence. The five-year program seeking to rehabilitate agriculture, destroyed housing, and wrecked industries. The establishment of individual liberty under democratic government.

Appraisal. Excellent photography with fine production. A well prepared discussion outline is

available

Utilization. For high schools and colleges. A study of the causes contributing to the fall of France will provide a basis for examining current political trends.

P. Religion. The Redemption. The Passion (2)

35mm. filmstrips. Catholic Visual Aid Service, Society for Visual Education, 100 East Ohio St., Chicago 11, Ill. Sale \$2 per slidefilm. Black and

Contents. The four slidefilms above are part of a series prepared under Catholic auspices. A sequence of Scripture texts illustrated by in-

adequate pictures

Appraisal. Captions are very poor, especially the one entitled "Religion." The strip on "Redemption" covers only one phase of the life of Christ. There is no statement indicating what the Redemption is. These slidefilms are a reminder of the cold question and answer method of teaching religion. There is nothing to stimulate and inspire; nothing that leads to the development of attitudes. There are many, much more valuable charts

#### THE RATING CODE

(X) An excellent device, closely related to teaching needs, one that will be continually useful.

(G) A good device, one that may be used, but generally supplementary in nature.

(P) A poor device, one that would have little or no value in teaching. Distorted facts are included.

The Committee will not approve any films dealing with faith, morals, or religion which have not been approved by the proper ecclesiastical authorities at the time of production.

16mm. sound, 19 minutes. The March of Time, Forum Edition. Available for rental as one of

series. Black and white.

Contents. Today, with atomic power a reality, scientists and statesmen are trying to safeguard against its misuse through every means at hand. The background of the discovery of atomic energy. The work of Einstein, Rutherford, Joliot, Fermi, Compton, Urey, Lawrence, and others. The work of the Manhattan Project in 1942 directed by Major General Groves. The explosion in New Mexico on July 16, 1945. To eliminate atomic war the peoples of the world must assume a responsible and intelligent attitude toward their position as citizens of a world community.

Appraisal. A fine presentation of an important problem Utilization. There is no limit to the exploitation

of this topic after viewing this film. For high schools and colleges.

X. Ground Water 16mm. sound, 11 minutes. Encyclopaedia Britannica Films, Photoart Visual Service, 844 N. Plankinton Ave., Milwaukee 3, Wis. Sale \$50. Rental \$1.50. Black and white.

Contents. Animation portrays water tables and wells, the Great Plains artesian system, and the formation of geysers and caves. Special photography shows springs; hot springs; geysers; artisian wells; algae deposits; cavern formations including stalactite and stalagmite deposits; sink pools; petrification; vertebrate and invertebrate fossils; geodes and geode filings and iron con-

centrations
Appraisal. Photography and commentary very good. The vocabulary is suitable and sound clear, Utilization. For senior and junior high schools. The device will enable the teacher to present

materials not easily understood otherwise, For science and geography classes.

#### X. The Secretary Transcribes

16mm. sound, 11 minutes. Coronet Instructional Films, Department of Visual Education, Marquette University, 615 No. 11th St., Milwaukee 3, Wis. Rental \$1.50. Black and white.

Contents. The skills involved in transcribing a

Appraisal. An excellent teaching device
Utilization. For commercial classes and vocational guidance.

#### G. Bacteria

35mm. slidefilms. 28 and 54 frames, Co-op Parish Activities Service, Effingham, Ill. Rental under Club Fee \$10. Black and white, Teacher

Contents. A presentation of diseases and their

Appraisal. A good presentation of the subject. Utilization. For junior high school science classes

The Other Wise Man; Mysteries of the

Rosary; The Mass
35mm. slidefilms. 41, 15, and 78 frames, Co-op
Parish Activities Service, Effingham, Ill. Rental
under Club Fee \$10. Black and white. Teacher manual. Contents. A presentation of the various re-

ligious topics. Appraisal. A good basis for the development

of religious instruction.

Utilization. For upper grades. These filmstrips will be helpful to teachers and pupils. The same graphic presentation by means of charts would require more storage space and display room.

Espaminodes; Wynken, Blynken and Nod; Little Rabbit That Wanted Red Wings

35mm. filmstrips. 29, 34, and 25 frames. Co-op Parish Activities Service, Effingham, Ill. Rental Club fee \$10. Black and white. Teacher manual Contents. Background material for reading.
Appraisal. Good films.
Utilization. For primary grades and reading

preparation.

#### X. Making Shoes

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, 20 N. Wacker Drive, Chicago 6, Ill. Sale \$50. Rental \$1.50. Black and white. Teacher Manual.

Contents. Pictures the manufacture of boys Goodyear welt, oxford-type shoes, in sequential major operations, from leather to the completed shoes. Emphasizes selection and cutting of leather, cutting cloth and inner linings, fitting, cementing and sewing upper pieces and linings into pairs of completed uppers, eyeletting and temporary lacing operations, lasting operations, inseaming opera-tions, the "making" operations, treeing, final inspection and packing.

Appraisal. An excellent film well photographed and with good commentary. Distinctly an educa-tional film produced for school purposes.

Utilization. For primary and intermediate grades (Continued on page 16A)

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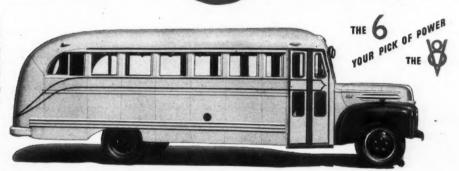


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floating in half-ton units, full-floating in all others • big, easy-action brakes with non-warping, score-resistant cast drum surfaces • easy-turning, rolling-contact steering gear with roller mounted on needle bearings—in all, more than fifty such endurance engineering features! See your Ford Dealer now!

MORE FORD TRUCKS IN USE TODAY THAN ANY OTHER MAKE!



# Audio-Visual Aids

(Continued from page 14A)

in language, social studies, elementary science, and geography. A good means of learning about mass production of shoes. May be used to develop an appreciation of co-operative work of skilled people in the manufacture of shoes. Fine background material for writing, discussing, and reading about shoes and other wearing apparel.

# G. How Behavior Grows (From Birth to Walking)

16mm. silent, 10 minutes. Encyclopaedia Britannica Films, 20 N. Wacker Drive, Chicago 6, Ill. Sale \$24. Rental \$1. Black and white.

Contents. A showing of the creeping and walking development of a baby from 1 week to 18 months of age.

Appraisal. A fine study of a specialized form of behavior.

Utilization. For high schools and colleges.

#### X. Immigration

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, 20 N. Wacker Drive, Chicago 6, Ill. Sale \$50. Rental \$1.50. Black and white. Teacher Manual.

Contents. The film tells the story of immigration into the United States from Colonial times to the present day, stressing the contribution made by people of many origins to the building of America. The human side of the immigrant's story is touched upon in a photographic episode featuring a group of immigrants in a European port. Some of the important motives which prompted immigrants to leave their homelands are illustrated here in the experiences of a peasant family fleeing from economic exploitation; a polit-

ical fugitive; and a family of religious refugees. The sequence concludes with a glimpse of immigrants passing through Ellis Island. The next sequence takes the immigrants through major phases of settlement and adjustment in America. The movement of immigrants into industry after 1890 is portrayed in scenes showing setlement of these groups in the slums of American cities. In the last sequence these people of many races and origins are pictured as Americans all, knit together by their common contribution to the building of the nation. The work of the schools in the molding of the American people is touched upon, and the final episode shows the induction of new Appraisal. An excellent film. A series of ani-

Appraisal. An excellent film. A series of animated maps show the immigration movement before and after the Act of 1924.

Utilization. For use in the elementary classes of language, dramatics, graphic arts, and history. Will provide an insight into the origins of the American people, and the population movements that contributed to the settlement of the United States. Will promote an appreciation of the experiences of immigrant groups in adapting themselves to life in America. Will foster an awareness of the contributions made by immigrant groups to the development of our country.

#### X. Catching in Baseball

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, 20 N. Wacker Drive, Chicago 6, Ill. Sale \$50. Rental \$1.50. Black and White. Teacher Manual.

Contents. Provides demonstrations of techniques for catching the thrown ball and shows catches above the waist, to the side, and below the waist. Body position and movement are explained, and the importance of relaxation and balance is emphasized. Attention is directed to position and action of the hands; close-up photography illustrates position for the feet; and slow-motion scenes clarify action in body maneuver. Techniques for catching a high batted ball are demonstrated next. This sequence stresses leg and body movement in running to catch the ball and emphasizes the importance of the two-hand catch in preference to the one-hand catch. Finally, the film illustrates methods for catching the batted ball that hits the ground before reaching the fielder. Detailed scenes portray each step in catching various types of ground balls and emphasize the necessity for quick, emergency action when the ball takes a "bad hop."

Appraisal. This film provides instruction in one

Appraisal. This film provides instruction in one of the most important phases of the great American sport. Professional baseball players perform the demonstrations; and slow-motion, stopmotion, and close-up photography help clarify maneuvers too rapid or too distant for study in normal action.

normal action.

\*Utilization.\* For junior and senior high schools, colleges, coaches' schools, or wherever baseball is played or studied. Fine for instructors and leaders in physical education, recreation programs, playground activities, and summer camps.

#### X. Hitting in Baseball

16mm. sound, 10 minutes. Encyclopaedia Britannica Fims, 20 N. Wacker Drive, Chicago 6, Ill. Sale \$50. Rental \$1.50. Black and white. Teacher Manual.

Contents. First comes a sequence demonstrating proper grip of the bat. A firm but flexible grip is advised so that the necessary "whipping action" can be accomplished. Three accepted ways of gripping the bat are illustrated: the free-swing grip, the choke grip, and the modified free-swing grip. Close-up photography makes every detail clear. A second sequence considers correct batting stance. Superimposed drawings define the strike zone and the effective hitting area of the bat. Close-ups are again utilized to clarify position of the film is devoted to an analysis of the swing. For this, correct balance and proper relaxation are stressed. Easily understood narration explains each process from first grip to final impact. (Concluded on page 18A)

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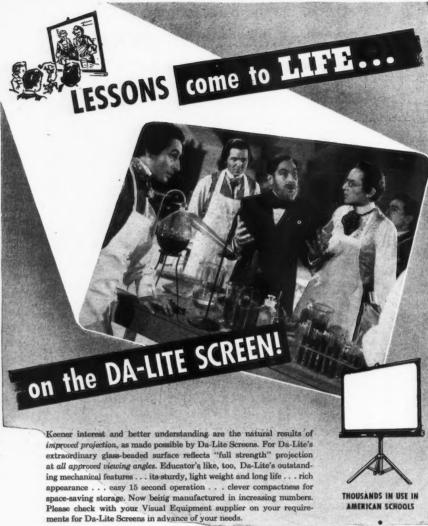
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Illustration from "Yesterday, Today and Tomorrow" produced for H. J. Heinz Company by Wilding Picture Productions, Inc.

# Pioneering IMPROVED PICTURE PROJECTION Since 1909

# Audio-Visual Aids

(Concluded from page 16A)

Throughout, the film emphasizes the supreme importance of constant practice even after the basic fundamentals have been mastered.

Appraisal. An excellent film with various photographic techniques to illustrate all points.

\*\*Utilization\*\* For junior and senior high schools.

Utilization. For junior and senior high schools, colleges, and coaches' schools. Will fit in well in recreation programs, summer camps, and coaches' activities.

#### X. Throwing in Baseball

16mm. sound, 10 minutes. Encyclopaedia Britannica, 20 N. Wacker Drive, Chicago 6, Ill. Sale \$50. Rental \$1.50. Black and white. Teacher Manual. Contents. Explains the various techniques to be mastered in learning to throw a baseball effectively. The sequence on the overhand throw is longer than the others. The overhand throw is recommended whenever possible because it carries farther and is usually more accurate than the other throws. A demonstration showing how to grip the ball is followed by another illustrating predelivery stance. The importance of close cordination of foot action with hand and body movement is emphasized. The complete overhand throw is portrayed in detail, allowing the learner to observe minutely the predelivery stance, the wind-up, the stepping action, the delivery, and the return to position. A demonstration explains the three quarter throw, the side-arm throw, and the underarm throw. The side-arm throw is described as effective in hurried situations. The underarm throw is characterized as the most difficult to control but is recommended for use when

there is not enough time for other more accurate throws. Demonstrations reveal the techniques for completing the underarm throw successfully. Appraisal. This film does a specific job very

Appraisal. This film does a specific job very well. It will teach the basic fundamentals of effective throwing in baseball if used with concurrent practice.

Utilization. For high schools, colleges, and coaches' schools.

#### X. Fire

16mm. sound. 10 minutes. Encyclopaedia Britannica Films, 20 N. Wacker Drive, Chicago 6, Ill. Sale \$50. Rental \$1.50. Black and white. Teacher Manual.

Contents. This film shows how the control of the fuel's temperature and oxygen supply is effected. The introduction deals with fire for waste disposal a honding fire for cocking.

Contents. This film shows how the control of the fuel's temperature and oxygen supply is effected. The introduction deals with fire for waste disposal, a bonfire, fire for cooking, a gas stove; fire for warmth, a coal furnace; fire for light, a gasoline lantern. In the second sequence we see the steps in the construction of a campfire. Animation shows the movement of oxygen to the fire, the emission of gases from the heated fuel, and the formation of carbon dioxide and soot in the flame. Next, natural photography portrays a gas stove and a coal furnace in the home. By means of animation it is revealed how gas and air reach the burner and how we regulate the flame. It is also shown how a coal furnace works. The oxygen flows into the fuel chamber, the coal gases mix with oxygen and the by-products move up the chimney. Extinguishing fires in the home is pictured.

Appraisal. A well-prepared film on an im-

portant topic.

Utilization. For the grades in safety, science, and social science classes. This is excellent material to demonstrate simple techniques that may be used to put out fires. Will stimulate further study of the control of fire. Will provide an understanding of the essentials of combustion: fuel, oxygen, and kindling temperature.

#### AUDIO-VISUAL AWARDS

The National Education Association's Department of Secondary Teachers has announced that it will present audio-visual awards at the end of the academic year 1947—48 to schools and college doing outstanding work in audio-visual education. Details may be obtained from the supervisor of the awards, Dr. William Lewin, Weequahic High School, Newark, N. J.

#### AUDIO-VISUAL WORKSHOP

A workshop in audio-visual education will be conducted at Indiana University, School of Education, Box 47, Bloomington, Ind., August 19-28, 1947.

#### VISUAL EDUCATION AT NOTRE DAME

The college of commerce at the University of Notre Dame has inaugurated a plan of supplementing lecture work with visual education. Dean James E. McCarthy, in announcing the new system, acknowledged indebtedness to two alumni, William Halligan and Raymond Durst, of the Hallicrafters Company of Chicago who supplied the equipment.

#### TAX ON PHOTOGRAPHIC MATERIAL

With increased costs of labor and materials already far above normal, the 15 to 25 per cent federal excise tax rate on such products endangers the industry's future, said J. H. McNabb, president of Bell & Howell Co. The House of Representatives recently voted to continue this tax, which, Mr. McNabb points out, is much higher than the average 10 per cent paid by other manifacturing industries.

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# Catholic Education News

(Continued from page 218)

#### **EDUCATIONAL CONFERENCES**

Sisters of St. Joseph of Carondelet

The five provinces of the Sisters of St. Joseph of Carondelet held an educational conference at St. Louis, Mo., April 12 and 13. A feature of the conference was an address on "Inspiring Children With a Love of Poetry," by Sister Maris Stella of St. Catherine's College, St. Paul, Minn. Sister Antonine, assistant provincial of the St. Paul province, led the discussion on the college level; Sister Rose de Lima, assistant provincial from Augusta, Ga., conducted the high school discussion; and Sister M. Loretta, of St. Louis, that for the elementary school. Other speakers at the conference were Mother M. Caroline, of Atlanta, Ga., president of the conference; Mother M. William, provincial superior at Los Angeles; Sister Helen Patricia, supervisor of schools, Troy, N. Y.; Mother Marietta, president of St. Tance's lam, provincial supervisor of schools, Troy, N. Y., Mother Marietta, president of St. Teresa's College, Kansas City, Mo.; and the deans of the College of St. Rose, Albany, N. Y., and Mt. St. Mary's College, Los Angeles.

Association of Primary Teachers

The first general meeting of a new organization of Catholic first-grade teachers was held at St. Vincent Auditorium, 2237 N. Sheffield Ave., Chicago, April 12. The new organization is sponsored by Rev. Edward J. Kammer, C.M., vice-president of De Paul University. Sister Paul Marie, S.L., of at De Paul University. Sister Paul Marie, S.L., of Immaculate Conception School, Highland Park, III., is president. Rev. Stanley J. Stoga, assistant superintendent of schools of the Archdiocese of Chicago, was one of the principal speakers.

Youth Leaders

A national conference on Catholic youth work for clerical and lay leaders was held at Cleveland, Ohio, May 19-21. The meeting was announced by Most Rev. Richard J. Cushing, archbishop of Boston, chairman of the youth department of the

Franciscan

The Franciscan Educational Conference will The Franciscan Educational Conference will meet in June at Santa Barbara, Calif. The subject for discussion will be "Libraries." The historical, physical, technical, legal, moral, and apostolic phases of librarianship will be discussed. Very Rev. Thomas Plassman, O.F.M., of St. Bonaventure's College (N. Y.) is president of the conference.

Music in Iowa

Nine colleges and more than 100 high schools were represented at the Iowa State Catholic Music Educators' Conference, sponsored by Bishop Gerald T. Bergan, at Des Moines, April 24–26.

#### COLLEGES AND UNIVERSITIES

Centennial

St. Francis Xavier College (now a high school) at 30 West 16th Street in New York City, is delebrating its centennial. In 1847, the Jesuits, from Fordham, a village several miles north of the city, borrowed \$5,000 as the cash payment on an abandoned Protestant meeting house where they started the college. Rev. John W. Tynan, SJ, is the president of St. Francis Xavier College and also rector of St. Francis Xavier Church.

Director Appointed

Hugh P. O'Brien, of Dannemora, N. Y., administrative assistant in the Albany headquarters of the division of parole of the state of New York, has been appointed director of the new curriculum. Tulum in correctional administration at the University of Notre Dame. Mr. O'Brien, a graduate of St. Michael's College, Winooski Park, Vt., in 1930, received his master's degree at Notre Dame in 1933.

A College Parish

The Catholic students of Iowa State College, at Ames, Iowa, now have their own parish—dedicated to St. Thomas Aquinas with a church

# All AND MORE DRILL TOO!!!

Be it known that the popular IROOUOIS NEW STANDARD ARITHMETICS are now to be issued in an Enlarged Edition with a 1947 copyright!

To the many superior features which have made these books favorites of arithmetic teachers everywhere is to be added a wealth of additional drill material, included in a wholly-new "Work for Improvement" section.

In laying your arithmetic plans for the coming year, be sure to consider:

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opposite the college campus. Archbishop Henry P. Rohlman of Dubuque establised the new student parish, April 13.

New College

Salve Regina College will be opened by the Sisters of Mercy at Newport, R. I., on September 24. Mother M. Matthew, R.S.M., provincial, says that only freshman girls will be admitted this year. There will be courses leading to the B.A., the B.S. in home economics, and the B.S. in secretarial science. Bishop Francis P. Keough has given the Sisters for the college the beautiful mansion which Mr. and Mrs. Robert Goelet recently gave him for the purpose.

Fordham Radio Institute

Fordham University's department of communicative arts will hold a 6 weeks' institute in radio, July 7 to August 15, said Rev. R. F. Grady, S.J., director. Among the courses to

be included are television techniques, production, writing of radio script, announcing, station management.

Summer School in Mexico

The University of Notre Dame will sponsor a summer session in Mexico City, June 23 to August 22. Veterans may attend under the G.I. Bill of Rights.

Montezuma Seminary

At Montezuma Seminary, Las Vegas, N. Mex., 23 candidates were ordained on March 24, by Archbishop Edwin V. Byrne, They will work in various dioceses in Mexico.

Centenary of St. Laurent

St. Laurent College, Montreal, will celebrate its centenary May 29 to June 1. This is also the centenary of the coming of the Holy Cross (Continued on page 20A)

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(AND LEARN)

#### **OPAQUE DELINEASCOPES**



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# Catholic Education News

(Continued from page 19A)

Congregation to Canada. A campaign is underway to raise funds for a new science pavilion for the school. The fund is being raised by alumni in Quebec and in the New England states.

The 1947 Mid-America Exposition to be held in the public auditorium at Cleveland, Ohio, May 22-31, will feature a \$100,000 display of atomic energy, applied to various industrial, medical, and other uses.

#### Industrial Relations

Holy Cross Institute of Industrial Relations at Holy Cross College is conducting two new courses in management this spring — advisory problems in industrial relations and workers' psychology.

#### **Riblical Instruction**

A week of Biblical instruction for religious who are teaching in the Archdiocese of New York will be given by the Catholic Biblical Association of America, August 25-30. There will be four courses of six hours each, two of them on the Gospels. The instruction will be supervised by Rev. Charles O'Connor Sloane, S.T.L., professor of Sacred Scripture at St. Joseph's Seminary, Dunwoodie, N. Y.

#### AUDIO-VISUAL SCHOLARSHIPS

May 15 is the last opportunity for teachers and school educators to apply for Encyclopaedia Britannica Films summer session tuition scholar ships in audio-visual education, it was announced by Dr. Stephen M. Corey of the University of Chicago, chairman of the scholarship committee which selected 11 universities where the awards will be granted. Applications should be sent directly to the universities which are giving the courses

To be eligible for the awards, applicants must be teachers or school administrators who have especial responsibility for audio-visual instruction in their schools and who wish to make more effective use of classroom motion pictures, Corey said. The scholarships will be awarded to more than 100 educators at 11 colleges and universities from Syracuse, N. Y., to California, and from Minnesota to Louisiana.

The selection of applicants will be made by administrators at the 11 universities concerned, and requests for application blanks for the awards should be mailed directly to the university administrators before the dead line of May 15, Corey stated.

This is the third year in succession that Encyclopaedia Britannica Films has awarded tuition scholarships for summer study of audio-visual educational techniques. Last year 34 teachers and school administrators were granted scholarships at the Universities of Chicago and Wisconsin

and at Indiana University.

The universities and the names of administrators to whom applications should be sent follow: Frank N. Freeman, dean, School of Educa-tion, University of California, Berkeley, Calif.; Osman R. Hull, dean, School of Education,

University of Southern California, Los Angeles 7, Calif.

J. W. Foust, director of summer session, Central Michigan College of Education, Mt. Pleasant, Mich.:

Stephen M. Corey, Center for the Study of Audio-Visual Instructional Materials, University of Chicago, Chicago 37, Ill.;

George B. Smith, dean, School of Education, University of Kansas, Lawrence, Kans.; B. F. Mitchell, head, Department of Educa-tion, Louisiana State University, Baton Rouge,

Paul Wendt, director of visual education, University of Minnesota, Minneapolis, Minn.;
Frank E. Sorenson, University of Nebraska,

Teachers College, Lincoln, Neb.;

A. John Bartky, dean, School of Education, Stanford University, Stanford, Calif.; Miss Sandra George, director, Educational Film Library, Syracuse University, Syracuse 10, N. Y.; B. F. Holland, University of Texas, College of Education, Austin, Tex.

#### DIOCESAN DOINGS

#### New Orleans

A school of Christian doctrine is held twice 2 week in New Orleans, La., for religious under the auspices of the Confraternity of Christian Doctrine. Sister M. Peter, O.P., and Sister M. Anne, O.P., held demonstration or model classes in cale-chism on April 18 and 21, respectively.

The New York Archdiocesan Vocational Service of Catholic Charities conducts a program of job placement, vocational guidance, psychological testing, and counseling to people in the city without regard to race, color, or creed. During the past year, 8500 interviews were conducted, many of the applicants being veterans.

#### Saint John, N.B.

The Diocese of Saint John, N.B., is conducting a campaign for an educational fund. Part of the fund, according to the Most Rev. Bishop P. A. Bray, will be used to assist for the priesthood and other professions, students who otherwise would be desired a bishever the priesthood and the professions of the priesthood and the priesthood and the professions of the priesthood and the pr would be denied a higher education.

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# Remington Rand

# Catholic Education News

(Continued from page 20A)

# SIGNIFICANT BITS OF NEWS Beatification

The last step has been taken prior to the beatification of Venerable Brother Benilde of the Brothers of the Christian Schools. The Sacred Congregation of Rites also has affirmed the heroic virtues of the Venerable Ludovico Pavoni, founder of the Congregation of the Sons of Mary Immaculate. Brother Benilde died in 1862 and his cause was introduced in 1903.

#### Abbey in Trinidad

In commemoration of the fourteenth centenary of the death of St. Benedict, Pope Pius XII has authorized the establishment of the first Benedictine abbey in the Caribbean Islands. The Monas-

tery of Mt. St. Benedict at Trinidad will be raised to the dignity of an abbey. This Trinidad monastery has become an inter-American center of culture.

#### Salesian Jubilee

The Salesians of St. John Bosco came to California in 1897. The jubilee celebration will also commemorate the work of Rev. Raffaele Piperni, S.C., leader of the pioneers and of Rev. Oreste Trinchieri, S.C., founder of the Salesian Boys' Club.

#### PUBLIC SCHOOL RELATIONS Sisters May Teach

A bill to prohibit Sisters from teaching in public schools was before the legislature of North Dakota. In the face of overwhelming opposition to the bill, it was withdrawn by the delegates who had introduced it. Sisters are teaching in 17 public schools in the state. In ten of these all the

pupils are Catholic. Of the remaining seven schools, only three have more than seven Protestant pupils. In none of the schools where there are Protestant pupils was there any opposition from non-Catholic parents.

#### Religion and Education

The exclusion of religion from public schools is a "strained application" of the principle of the separation of church and state, according to a recent pamphlet by the committee on religion and education of the American Council on Education. The committee says: "We reject secularism as a philosophy of life and we cannot agree that it has ever been accepted as such by the American people. . . . The assumption that a school system from which all study of religion should be excluded was what the American people really wanted when they secularized education runs counter not only to our educational, but to our religious history. . . . Our purpose here is to correct the impression that the divorce of education from religion was what was desired when sectarian teaching was banished from the schools"

#### Another Bus Decision

The Pennsylvania State Supreme Court recently upheld the right of parochial school children to use bus service provided for public school children. This decision reversed that of a lower court. Argument of the case stated that school directors are obliged to provide transportation to the nearest public school and it is immaterial if the children walk the rest of the way to another school.

#### Cost of Catholic Education

Rev. Dr. John A. O'Brien, professor of religion at the University of Notre Dame, commenting on the publicity given to the recent New Jersey school bus case, said: "It conveys the totally erroneous impression that Catholics are in some way adding to the burden of taxpayers through the operation of their system of schools. The exact opposite is the case. The burden of erecting, maintaining, and operating Catholic schools is borne solely and exclusively by Catholics." Father O'Brien quoted statistics showing that the Catholic schools annually save the taxpayers of the country \$400,000,000.

#### PERSONAL NEWS ITEMS

• HIS EMINENCE EUGENE CARDINAL TISSERANT, secretary of the Sacred Congregation for the Oriental Church, is a visitor in the United States. His itinerary includes an address at Princeton University, an address to the students at the University of Michigan, and participation in a convocation sponsored by the Institute of Melieval Studies at Notre Dame. On April 27, the Cardinal was tendered a reception by Fordham University at which he received an honorary degree of doctor of laws.

• Rt. Rev. Msgr. Edward J. Flanagan, founds of the famous Boys Town, has gone to Japan, as a representative of the War Department, to advise the Japanese government on child welfare problems. The invitation came to Msgr. Flanagan from Secretary of War Robert P. Patterson, at the request of General Douglas MacArthur. Msgr.

Flanagan will spend 60 days in Japan.

• MOTHER DOMICHA ROTTER, prefect general of the Congregation of School Sisters of the Third Order of St. Francis, is visiting the American provinciate of her congregation at Pittsburgh, Participated in the Congregation of the Congregation of the Congregation of Pittsburgh, Participated in the Congregation of C

• MOTHER EUDOXIA, superior general of the Sisters of St. Joseph, is visiting convents of the order in the United States for a comparative study of the school systems of France and this country.

#### **AWARDS**

• NICOLA A. MONTANI, K.C.S.S., American composer and a leader in the revival of liturgial music, has received the Catholic Choir Mastricustry and Music Award for 1947. This award will be given annually by the Society of St. Gregory of America to a prominent figure is liturgical music.

(Concluded on page 24A)

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# Where Are the School Buses?

by J. H. SHIELDS, Executive Vice President, Superior Coach Corporation, Lima, Ohio



There is no doubt about the seriousness of the school bus shortage—and the urgency of need on the part of so many schools. Yet getting the children to school SAFELY is far more important than just getting them there. Here is what one school bus builder is doing about both problems.

"Why can't we get our new school bus?" It's a good question, one which is being asked frequently by school officials from every section of the country, and one which concerns the welfare of 5,000,000 children.

It also concerns the bus manufacturer—vitally. Obviously, it is a question which cannot be answered in a single statement, or by a single reason. It is a complex problem. There are, however, a few basic factors and facts which, when understood, make the situation a little more clear, perhaps a little less distressing.

First, how widespread, and numerically how severe is the school transportation shortage? We know of course that the need is nationwide. Estimates on the *number* of new buses required vary according to the interpretation placed on the degree of need. Some buses now in use are still safe and serviceable but would be replaced under a normal buying program for operating economy reasons. Others are "border-line," can be kept operating safely for a limited time. Still others are worn out—in the "condemned" classification.

Every day sees a certain number of units move from one classification to another. Remember, however, that every day also sees a certain number of new buses delivered, and at a rate faster than the weary rattling of old ones toward the bone pile.

I have seen estimates ranging up to 60,000 units required nationally. Actually, most reliable figures indicate that about 25,000 school buses should be immediately replaced. Now here's a rather startling fact: the most buses ever produced in a single year by the entire school bus industry before the war was, in round numbers, 12,000 units.

Obviously, you say, there is only one practical solution to this unbalanced relation between production and demand. Increase production. And that brings us to another set of postwar facts of life.

Ignoring here the very real pitfalls from a producer's standpoint, of expanding permanent manufacturing facilities beyond the maximum potential school bus market, we find that increasing production calls for increased quantities of materials and components. Especially steel.

We need go no further to find the master key to our dilemma—yours and ours. There isn't enough steel to go around... and even if there were, there aren't enough box cars to haul it fast enough for most school bus manufacturers to maintain the sched-

ules they want. And if you're not already mentally whirling, remember that more steel will have to be diverted to build more box cars!

As always, however, there is a bright side to this discouraging picture. For example, Superior (the only school bus builder for which I can speak) is building and delivering more school coaches, as this is written, than at any time in history. Further, knowing that the supply-demand balance is still months and years ahead, we are doing everything within our power to maintain and increase our production schedules. Further, these coaches we are building are engineered with the construction features which we continue to consider our most important responsibility - All-Steel Safety Unistructure frame and 22 other major safety improvements which Superior has pioneered since 1931.

Our final reminder: the only real foundation for dependable built-in safety in school transportation is manufacturing know-how, backed by years of pioneering design and road testing under all operating conditions. That kind of safety is worth waiting for.

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# Catholic Education News

(Concluded from page 22A)

• DR. GEORGE SPERI SPERTI, director of the Institutum Divi Thomae, of Cincinnati, has received the Christian Culture Award Medal conferred annually by Assumption College, Windsor, Ont., to "some outstanding exponent of Christian ideals." Previous recipients were: Sigrid Undset, Jacques Maritain, Philip Murray, Arnold M. Walter, Francis J. Sheed, and Henry Ford II. Dr. Sperti, born in Covington, Ky., 47 years ago, has made several scientific inventions and discoveries and has written several books. Pope Pius XI appointed him to the Pontifical Academy of Sciences.

#### APPOINTMENTS AND ELECTIONS

• Brother Ambrose Driscoll, C.F.X., was re-elected superior general of the Xaverian Brothers at the recent general chapter of the congregation at Bruges, Belgium. He was elected superior gen-eral in 1937. His term expired in 1943, but, due to war conditions, he has continued to hold the office. He is the son of Frank Driscoll of Louisville, Ky., and a brother of Msgr. D. A. Driscoll, rector of the cathedral in Louisville. He was elected American provincial in 1934.

elected American provincial in 1934.

SISTER M. Rosa, Ph.D., of the Sisters of Mercy, dean of St. Joseph College, West Hartford, Conn., has been appointed to the board of trustees of the University of Connecticut, the second woman to receive such an appointment. According to the announcement by Governor James L. McConaughy, Sister Rosa's term will begin July 1. Sister Rosa received her Ph.D. from the Catholic University of America She is a the Catholic University of America. She is a

native of New Haven.

• Rev. Leo C. Hargarten, S.V.D., has been appointed regional superior of a new province of the Society of the Divine Word, including England, Ireland, and Scotland. Father Hargarten, who is a native of Milwaukee, Wis., has been rector,

since 1932, of St. Richard's College, Droitwich,

■ REV. WILLIAM J. SCHLAERTH, S.J., is the new rector of the New Le Moyne College, Syracuse, N. Y. He has been a professor of Fordham University and editor of Studies, published by Fordham

• RICHARD JAMES HURLEY, president of the Catholic Library Association, has been appointed an assistant professor in the department of library science at the University of Michigan, beginning with the second semester in the spring of 1947. Mr. Hurley, a graduate of the University of Michigan, received a degree from the school of library service at Columbia University and an M.A. in library science from Michigan. He also has an



Brother A. Thomas, F.S.C. President of the Catholic Library Association.

M.A. in education from Teachers College, Columbia University. His activities include editing the Catholic Supplement to the Standard Catalog for High School Libraries; the compilation of a list of basic periodicals for Catholic high schools; the writing of Key to the Out-of-Doors, Campfine Tonight, and many articles for periodicals; and with Father Bouwhuis, the promotion, in the Catholic Library Association, of the interests of libraries for elementary schools.

AD MULTOS ANNOS

REV. AUGUSTINE W. WALTERS, S.J., treasurer
of Marquette University, Milwaukee, Wis., celbrated his golden jubilee on April 28. Born near
Cologne, Germany, Father Walters became a
Jesuit in Holland in 1897. He came to the U.S.
in 1900 and studied at Campion College and al
St. Louis University. He was ordained in 1911
and then spent two years in British Honduras. and then spent two years in British Hondura. His special work has been that of treasurer of Jesuit colleges. A brother of the jubilarian, Re. William Walters, S.J., a missionary in India for 20 years, died in Holland in 1923.

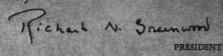
• Mother M. Pius Neenan, superior general of the Sisters of St. Joseph of Carondelet, at St. Louis. Mo celebrated her golden jubiles Andle.

Louis, Mo., celebrated her golden jubilee, April 6-12. Mother Pius received her habit, March 18, 1897. She received a Ph.D. from the Catholic University. versity of America and was in charge of the deversity of America and was in charge of the department of philosophy of Fontbonne College is St. Louis. In 1942, she became superior general of the five provinces of St. Louis, St. Paul, Los Angeles, Troy, N. Y., and Augusta, Ga. The celbration was held at the same time as the biennial meeting of provincial superiors and the Sister educational conference.

The responsibility of the university to train moral leaders was the theme of the address of Rev. John J. Cavanaugh, C.S.C., president of the University of Notre Dame on the 24th anniversity of Notre Dame of Marianean North sary of the annual observance of Universal Note Dame Night.

# Efficient Tools for a Vital Need

The world's desperate need for better educated people, together with the special burdens of today's conditions place a high premium on the efficiency of the "tools" available to educators. Heywood-Wakefield School Furniture is designed to meet this vital need completelyeconomically.







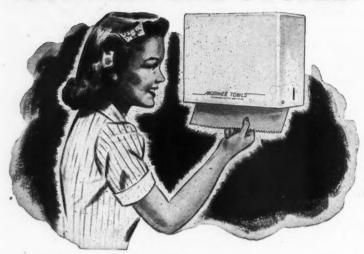
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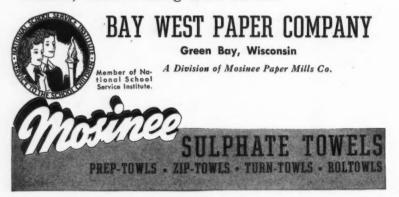
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Children — like most people — appreciate goods and services which are better than average - for example, the towel service in your school washrooms. Mosinee Towels possess features of strength, absorbency and softness which provide a high standard of service. Proper washroom supervision will build in students a respect for Mosinee Towel quality which will assure efficient, waste-reducing towel service.



### New Books

(Continued from page 12A)

#### Père Lagrange and the Scriptures

By Richard T. Murphy, O.P. Cloth, 216 pp., \$3.75. The Bruce Publishing Co., Milwaukee 1, Wis.

Six eminent scriptural scholars have undertaken to justify the critical biblical studies of Père Lagrange, founder of the *Ècole biblique* at Jerusalem. Chaine, Vénard, Bardy, Magnin, Guitton, and Murphy, each choosing a specific phase of the writings of Père Lagrange, give concrete proof, in their essays, of the virtue and scholar-ship of this Dominican. Despite opposition, Père Lagrange successfully answered the critics who sought to destroy the value of the Scriptures and the foundations of the Church by their attacks on the origin, composition, historical value, and

reliability of both the Old and the New Testament. Not only scholars, but all those interested in a fuller understanding of the Bible will appreciate this work.

#### Gregorian Chant Set

Prepared by the School Sisters of St. Francis, Alverno College of Music. Set of forty-four Gregorian notation flash cards and study pamphlet, \$2.00 complete; study pamphlet alone, 25 cents, Clayton F. Summy Co., Chicago 4, Ill.

A useful aid for the teacher who desires to

drill her students in the elements of notation, the forms of notes, and the rhythm of Gregorian

#### Stories From the South

Compiled by Marion B. Cook. Cloth, 287 pp., \$1.40. Silver Burdett Co., New York 3, N. Y. This is part of a series of three books entitled, "Children of the U.S.A.," for the intermediate

grades in literature, geography, or social studies. Boys and girls will learn, through these stories, how others live and work in our southern states and in our possessions in the Caribbean.

#### The New See and Say Series

By S. L. Arnold, E. C. Bonney, and E. F. Southworth. Cloth, Book I, 128 pp., Book II, 151 pp., Book III, 160 pp., 96 cents each. Cloth, Teacher's Manual, Book I, 214 pp., Book II, 204 pp., Book III, 215 pp., \$1.50 each. Iroquois Publishing Co., Syracuse 2, N. Y.

This new series of phonetics for the primary grades is intended to enable children to master the form and sound of words. If the lessons are properly taught, the child will develop: the power of attention to sounds in the order of their oc-currence in the spoken word, the association of the letter with the sound, and the ability to repeat either the sounds in the order of the spoken word or the letters in the order of the printed word. The accompanying teacher's manual develops the lessons in detail, and provides suggestions for additional drill in the form of games and seat work.

Book I, a picture book, teaches the letters of the alphabet with their ordinary sounds, and builds a 400 word vocabulary.

Book II teaches twenty-five additional sounds, and develops a vocabulary of over 2100 first and second year words.

Book III covers the remaining material that

is necessary for all word mastery.

#### Drillbook for English

By Kenneth Gantz. Paper, 138 pp., spiral binding, \$2.65, text price. Prentice-Hall, New York 11, N. Y.

This workbook for college students should be

well received by teachers of English composition, since it is a known fact that the average fresh-man has not eliminated all the faults in his writing, owing to a misunderstanding or a mis-application of basic principles. Corrective material is provided here in sections devoted to preliminaries, grammar, punctuation, sentence structure, and style.

#### Our Negro Veterans

Public Affairs Pamphlet No. 128. By Charles G. Bolet and Louis Harris.

Based on a series of surveys, Our Negro Veterans indicates that Negro veterans of World War II are faced with all of the problems of other veterans on an intensified scale. Public Affairs Committee, Inc., 22 E. 38 St., New York

#### One With Jesus (New Enlarged Edition)

Translated from the French of Paul De Jaegher,

S.J. Paper, 66 pp., 75 cents. The Newman Bookshop, Westminster, Md.

The aim of this book is to expound a conception of the spiritual life, which, of its very nature, seems well adapted to help the soul in the progress through the true stores on the made its progress through the two stages on the road to sanctity—intimacy with Jesus and identification with Him.

#### The Capuchin Annual 1945-46

Edited by Father Senan, O.F.M.Cap. Paper, 512 pp., illus., \$2.50. The Capuchin Annual Office, Church St., P.O. Box 105, Dublin, Ireland.

Characterized by Irish and Franciscan cheerfulness and tolerance, the literary and artistic contributions include those of many of the most writers, painters, distinguished living Irish photographers, et al.

#### Young People's Book of Atomic Energy

By Robert D. Potter. Cloth, 171 pp., \$2.50. Robert M. McBride Co., New York, N. Y.

This popular, relatively nontechnical account of atomic physics will be enjoyed by young people who have studied high school science. Their elders too will benefit from it and understand at least the most general feats and theories to which least the most general facts and theories to which reference is made in the press.

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# SPORTS ATTENDANCE INCREASING-RAPIDLY



Basketball, football and other school and collegiate sports are attracting greater crowds with each succeeding season. Seating experts estimate that attendance has increased 25% to 35% during the last two years.

Our Nation-wide survey\* on seating capacity needs, recently made, reveals a general seating shortage. It is becoming more acute each year.

Today gymnasiums are the centers of community activities, everywhere. These activities are growing, rapidly—tremendously.

Better plan now for your 1948-49 needs. Remember, everyone wants more seating equipment. That makes delivery possible only in the distant future. It's not too early to plan your needs for '48 and '49 NOW! Our seating engineers will be glad to help you.

Send for our Nation-wide Seating Survey. It will help you plan more intelligently, more accurately. Write today — it's FREE.

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### New Books

(Concluded from page 26A)

#### Oliver Twist

By Charles Dickens. Edited by Grace S. Benscoter. Cloth, 351 pp., \$1.15. College Entrance Book Co., New York 11, N. Y.

This abridgment has been made judiciously with the idea of maintaining the interest and enjoyment of young readers.

#### **EDITORIAL APPOINTMENT**

Newton R. Calhoun has been appointed as-Newton R. Calnoun has been appointed associate editor of *Britannica Junior*, according to a recent announcement by Walter Yust, editor in chief. Calhoun replaces Clarence A. Shaffer, who has resigned. He will assume his duties in the editorial office in September, in the meantime editorial office in september, in the meantime continuing as co-ordinator with the *Britannica Junior* advisory committee at the University of Chicago. He also supervises those who hold *Britannica Junior* scholarships at the university for research for the continued improvement of the encyclopedia.

#### THE NEW JERSEY BUS CASE

The department of education and the legal department of the N.C.W.C., 1312 Massachusetts Ave., N.W., Washington 5, D. C., has issued a Ave., N.W., Washington 5, D. C., has issued a booklet entitled: Suggestions for Development of Written and Oral Arguments in the Everson Case Based on a Study of the Problems Involved. From the same office are available copies of the briefs submitted to the Supreme Court of the U. S, on the case

#### EDUCATIONAL ISSUE OF BANKING

The June issue of Banking, the journal of the American Bankers Association, 12 East 36th St., New York 16, N. Y., features articles on adult education in the field of banking.

# Guided Reading List

The April, 1947, list compiled by the Catheral Book Club, 730 North Wabash Ave., Chicago 11, Ill.

#### CLASS A

(Unobjectionable for all) For the Top of Your Reading List Pere Antoine, Edward Murphy
My Eyes Have a Cold Nose, Hector Chevigny
Most Worthy of All Praise, Vincent McCorry, S.J.
A Testimonial To Grace, Avery Dulles Major Trends in American Church History, Francis Curran, S.J

The Love of God, Dom. Aelred Graham

#### Worth Reading

After Black Coffee, Robert Gannon, S.J. In This Thy Day, Michael McLaverty Pearl Harbor, George Morgenstern
The Lincoln Reader, Paul M. Angle
In the Hands of the Senecas, Walter Edmonds
Sister of Maryknoll, Sister Mary Cogan
Wayfarers' Friend, Courtenay Savage
Austrian Requiem, Kurt von Schushnigg

Barabbas (A Novel of the Time of Christ), Emery Bekessy As We Were, Bellamy Partridge Green Grass of Wyoming, Mary O'Hara Your Manners Are Showing (For Teens), Betty

Preface to Religion, Monsignor Fulton. Sheen Preface to Retigion, Monsignor Fulton. Sheen Spotlight on Labor Unions, William Smith, S.J. I Chose Freedom, V. Kravchenko The Reader's Shakespeare, Babette Deutsch In Him Was Life, John P. Delaney Know Your King, Robert F. Grewen, S.J. The Abbe Edgeworth, Mildred Woodgate The Devout Life, Saint Francis de Sales Flight of the Swan, Margaret Hubbard From the Top of the Stairs, Gretchen Finletter Personality Plus, Sheila John Daly

The Great Globe Itself, W. Bullitt North Star Shining, Hildegarde Swift Straight From the Shoulder, Father Thomas

### Modern Fiction and Non-Fiction

# Recommended

One Basket, Edna Ferber
The Case of Earle Stanley Gardner, Alva Johnston
Journey Through My Years, James M. Cox
The Catholic Quiz Book, Kenny & Keane
Behind the Iron Curtain, George Moorad
Under the Red Sun, Forbes J. Monaghan
The National Catholic Almanac, Saint Anthony Guild

Grand Central, David Marshall Eskimo Parish, Paul O'Connor, S.J. A Century of the Catholic Essay, Raphael Gross, C.Pp.S.

C.P.S.

Night of Decision, Dorothy Grant

Lake Pontchartrain, Adolph Roberts

White House Physician, Ross McIntire

Animal Farm, G. Orwell

Keeper of the Keys, Thomas McDermott

Eisenhower's Own Story of the War, D. Eisenhower hower

Murphy's Bend, Grace Willson
Murphy's Bend, Grace Wills
My Vineyard, Dorothy Scharlemann
Look at America, Editors of Look
The Roosevelt I Knew, Frances Perkins Lake Champlain and Lake George, Fred Van de Water

Water
Animal Tales, Ivan T. Sanderson
Royal Banners Fly, Anna Kuhn
Less Than The Angels, Roger Dooley
Captain Boycott, Philip Rooney Book of a Thousand Things, George Simpson

#### Why Bother!

Dawn Over Zero, W. Lawrence Driftwood Valley, T. Standwell-Fletcher (Concluded on page 29A)

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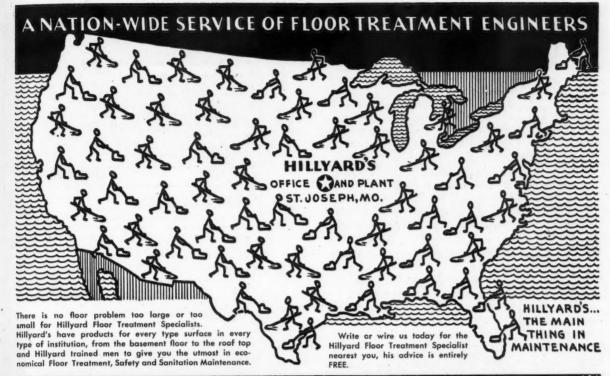
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# Guided Reading List

(Concluded from page 28A)

Mistress Masham's Repose, Thomas White The Miracle of the Bells, Russell Janney No Land Is Free, W. T. Person When the Going Was Good, Evelyn Waugh Joy in the Morning, P. J. Wodehouse

CLASS B

(Unobjectionable for adults)

For the Top of Your Reading List

This Is My Story, Louis Francis Budenz
Nationalism and Internationalism, Don Luigi

The Woman of the Pharisees, Francois Mauriac The Tale of the Twain, Sam Constantino Broshima, John Hersey

Worth Reading

Worth Reading

Defeat in Victory, Jan Ciechanowski
Theology and Sanity, Frank Sheed
After Hitler, Stalin? Robert Ingrim
Color Blind, Margie Halsey
November Orleans Woman, Harnett Kane
That Captain from Stonington, Theda Kenyon
The World of Idella May, Richard Sullivan
Dante Alighieri, Gerald Walsh, S.J.
The Lowells and Their Seven Worlds,
Greenslet Worlds, F. Greenslet Reveille for Radicals, S. Alinsky

Modern Fiction and Non-Fiction Recommended

Waltz Into Darkness, William Irish Blue Angels and Whales, Robert Gibbings The Shore Dimly Seen, Ellis Arnall
The Nurnberg Case, Robert Jackson
The Thresher, Herbert Krause
Small Town, Granville Hicks

Dear Fatherland, Rest Quietly, Margaret Bourke-White

Moonrise, Theodore Strauss I Name Thee Mara, Edmund Gilligan
Arsenal of Democracy, Donald Nelson
Mr. Blandings Builds His Dream House, Eric

Hodgins Balzac, Stefan Zweig Singing Waters, Anne Bridges

Why Bother! The Chequer Board, Nevil Shute

Dulcimer Street, Norman Collins The Show Piece, Booth Tarkington The Show Piece, Booth Tarkington
Devil by the Tail, Langston Moffett
On Being Fit To Live With, Harry Fosdick
Mrs. Mike, Benedict and Nancy Freedman
The Walls of Jericho, Paul Wellman
Dunkerley's, Howard Spring
B. F.'s Daughter, John Marquand
Out on a Limb, Louise Baker
Return to Marc. Mass. De. L. Booke

Return to Jalna, Mazo De La Roche

So This is Peace, Bob Hope Holdfast Gaines, Odell and Willard Shepard Bright Day, J. Priestley The Dark Wood, Christine Weston Yellow Tapers for Paris, Bruce Marshall Lord Hornblower, C. Forester Lydia Bailey, Kenneth Roberts
The Angelic Avengers, Pierre Andrezel
Ally Betrayed, David Martin Raffles of Singapore, Emily Hahn The Case of the Borrowed Brunette, Erle Gardner Pavilion of Women, Pearl Buck Pavilion of Women, Pearl Buck Stranger Than Truth, Vera Caspary Purgatory Street, R. McDougald Chloe Marr, Alan A. Milne The Seven Cities of Gold, Virginia Hersch The Sudden Guest, Christopher La Farge Years of Wrath, David Low A Solo in Tom-Toms, Gene Fowler Spoonhandle, Ruth Moore



The New Superior Coach Bus for Pupils of Corpus Christi School at Columbus, Ohio.

June

# HOW TO MAKE FLOORS Wear Proof!

For wood floors in hall, classroom, gym seal them first with Perma-Seal.

Becoming an integral part of the wood, Perma-Seal penetrates every pore of the floor to form a hard resinous surface that prevents attack from wear, dirt, stains and moisture, and keeps your floors new indefinitely. Then use Perma-Gym-Seal and Skidproof as follows:

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Keep them beautiful, shining and safe with Skidproof.

A safety top maintenance finish, Skidproof protects and preserves against wear and surface damage, gives floors an easy-to-maintain, long-wearing safety surface that guards against dangerous slips and falls.



PERMA-SEAL Resins. Fills and seals the floor with a non-porous, satin-like shock-proof surface that cuts floor upkeep costs to a fraction. Easily applied with lamb's wool applicator — non-streaking — odorless — law in cost economical to use

Approved for heavy duty durability by Maple Flooring Manufacturers Association.

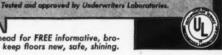
PERMA-GYM-SEAL Formulated of Bakelite Resin and Tung Oil, Gives

a non-slip, quick-stop, fast-start, transparent, resilient surface which diffuses light. Won't crack or break up - not affected by alkali, most acids, oil, water, grease, or body perspiration - easily applied - ideal for all wood, linooum, cork and rubber tile floors.

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Write on school letterhead for FREE informative, brochure that tells how to keep floors new, safe, shining.



# New Supplies and Equipment

Production, Service, and Sales News for School Buyers NEW PROJECTOR TABLE

A new all-steel heavy-duty table for portable A new all-steel neavy-duty table for portable projectors or for various other uses was put on the market recently by De Vry. Finished in green enamel, the table is 35½ inches high, 18¼ inches wide, and 24¾ inches long. It has a large drawer, a commodious shelf, and steel casters.

De Vry Corporation, 1111 Armitage Ave., Chicago 14, Ill.
For brief reference use CSJ-610.

#### **EDUCATIONAL RECORDS**

The Catholic Children's Record Club is a new idea for teaching. The Club plans to realease a idea for teaching. The Club plans to realease a record each month. The first offering is "The Story of Jesus" on 12 nonbreakable records. The first record is "The Nativity." On the reverse side are "The Sign of the Cross" and "The Lord's Prayer." With a subscription to the Record Club you get a 12-pocket album, "The Story of Jesus" has received ecclesiastical approbation while in manuscript form.

Catholic Children's Record Club, 20 East 53rd St., New York 22, N. Y.

For brief reference use CSJ-611.

#### CORONET FILM CATALOG

A new condensed catalog lists 100 Coronet 16mm. sound motion pictures which are available immediately, in addition to others scheduled for early release. The catalog indicates the grade level and groups for which each of the films is suitable. There are films for business education, guidance, health and safety, physical education, general science, natural science, physical science, social

science, and the social studies. For your copy write to:

Coronet Instructional Films, 65 East South

Water St., Chicago 1, Ill.
For brief reference use CSJ-612.

#### CATALOG OF GOVERNMENT FILMS

Castle Films, distributors of U. S. Government films, has issued an annotated, illustrated catalog of U. S. Government Films for School and Industry - 16mm. motion pictures and 35mm. film of Agriculture, Office of Education, Navy and War Depts., Public Health Service, Civil Aeronautics Administration, and Veterans Administra-

Castle Films, 135 South La Salle St., Chicago



A Strong, Practical Projector Table, by DeVry.

3, Ill.; 30 Rockefeller Plaza, New York 20, N. ; and Russ Bldg., San Francisco 4, Calif. For brief reference use CSJ-613.

#### TEACHING FILMS, INC.

Teaching Films, Inc., is a new organization in the field of audio-visual education for the purpose of producing and distributing motion pictures, film strips, and slides for educational use. The new firm has assembled a staff of expert editors, educators, and technicians. Louis N. Freedman, formerly of the Macmillan Co., is president of the new firm.

Teaching Films, Inc., 88 Lexington Ave., New

York 16, N. Y.
For brief reference use CSJ-614.

#### WESTINGHOUSE TEACHING AIDS

Three new teaching aids—the Electron Tube all chart, a transcription kit "Electronics at wall chart, a transcription kit "Electronics at Work," and a sound motion picture "Adventures in Research" - are announced. Teachers may obtain these aids or descriptions of them from:
School Service Department, Westinghouse Elec-

tric Corporation, 306 Fourth Ave., Box 1017, Pittsburgh, Pa.
For brief reference use CSJ-615.

#### DUAL RCA INSTALLATION

An unusual installation of dual 16mm, projector equipment suitable for schools, churches, hotels, and industry, has been devised for the auditorium of the Notre Dame High School in Chicago. There are two RCA 16mm. sound film projectors set up in a projection booth. The portable equipment may also be moved quickly and easily to and from classrooms, laboratories, etc.

Excellent results are obtained with a 1000-wait

lamp and a 4-in. lens projecting on a beaded screen, although vertical drapes on the tall win-dows provide only semidarkness.

Standard 35mm. change-over equipment, avail-

(Continued on page 32A)

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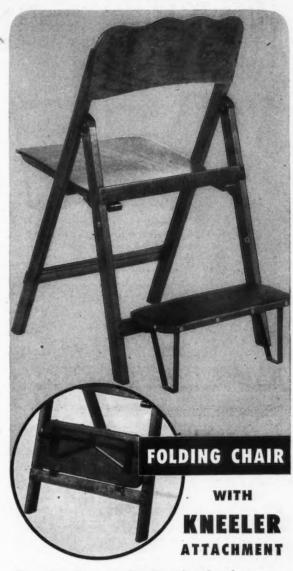
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# New Supplies

(Continued from page 30A)

able from theater supply houses, was installed with foot-pedal operation, permitting a continuous show. The change-over can be installed by any qualified electrician.

# BRITANNICA CARTOGRAPHIC DEPARTMENT

To keep the Encyclopaedia Britannica and its publications abreast of a changing world, a new cartographic department has been established which will enlist contributions from the world's which will enlist contributions from the world's leading geographers, cartographers, and similar experts. The new department will be under the general supervision of Dr. G. D. Hudson, the geographic editor of *Britannica*, who is chairman of the geography department at Northwestern University; and under direct charge of Dr. Clarence B. Odell, head of the cartographic department which would be cartographic department. partment, who until recently was a technician with the U. S. Department of State.

Encyclopaedia Britannica, 20 North Wacker Drive, Chicago 6, Ill.

#### **NEW FILMS**

One World or None

16mm, slide film version, sound. The destructive properties of atomic energy. For general audiences. Purchase price, \$30; rentals available. Film Publishers, Inc., 25 Broad St., New York 4, N. Y.

#### RECORDING CONGRATULATIONS

The picture shows Ward Hynes, of the Wilcox-Gay Corporation recording on the Recordio Edu-cator his congratulations to Clyde Rothermel, newly elected president of the National School Service Institute, at the convention in the Palmer House, Chicago. Mr. Rothermel is president of the Modern School Supply Co.

Wilcox-Gay Corporation, Charlotte, Mich.

For brief reference use CSJ—616.

### STEELCRAFT PRODUCTS COMPANY

A New Organization

D. Joseph O'Connor, who has been vice-president in charge of sales for the Acme Shear Co., has established his own brokerage and merchandising consultant service for shears, scissors, maniand cutlery items under the name of Steelcraft Products Company, P.O. Box 6111, Beard-sley Station, Bridgeport, Conn. Mr. O'Connor also has been a director of the National School Service Institute at Chicago, Ill.

For brief reference use CSJ-617.

#### A NONROLLING CRAYON

A new junior size nonrolling crayon has been put on the market by Milton Bradley. This, like the "Tru-Tone No-Roll" crayon of larger size, is flat on one side. It stays on the desk when not



The new Recordio system demonstrated in Chicago.

The Milton Bradley Company, Springfield,

For brief reference use CSJ-618.

#### AUDIO-VISUAL BOOKLET

Just off the press is a folder on current developments in audio-visual education. Included are descriptions of the professional service to educators from the De Vry Corporation through its educa-

tional staff. For a free copy write to:

De Vry Corporation, 1111 Armitage Ave., Clicago 14, Ill.

For brief reference use CSJ—619.

#### "WHIZ" CONCENTRATED CLEANER

Whiz Unifoam Concentrate is a new highly concentrated liquid cleaner containing a pure vegetable oil base and fortified with a wetting agent which noticeably increases its cleaning power. It is recommended for floors, floor coverings, painted walls - on any surface where plain water can be used. For damp mopping, use a fourth of a cup to a pail of water and for heavy-duty cleaning one cup to a gallon of water. Equal parts of culcentrate and water make an excellent hand sup-Industrial Division of the R.M. Hollingshed Corporation, Camden, N. J. For brief reference use CSJ—620.

#### NEW VICTOR BOOKLET

The Victor Animatograph Corporation has issued a new well illustrated booklet describing in nontechnical language the new Model 60 sound motion picture projector for 16mm. films. This booklet from a firm that has pioneered in 16mm selety film approaches safety film apparatus may be had upon request

Victor Animatograph Corporation, Davenpor

For brief reference use CSJ-621. (Continued on page 36A)

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### New Supplies

(Continued from page 32A)

#### NATURAL SCIENCE EQUIPMENT

Teaching, laboratory, and scientific supplies, ranging from special steel insect pins to bioplastic materials, are listed in the new Equipment and Supplies Catalog No. 475 from Ward's at Rochester. More than 400 items are listed with some 125 illustrations and descriptions of apparatus for

biology, entomology, chemistry, general science, and botany. For your copy address:

Ward's Natural Science Establishment, P.O. Box 24, Beechwood Station, Rochester, N. Y.

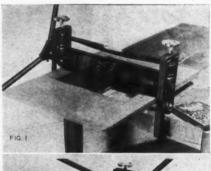
For brief reference use CSJ—622.

The Laszlo Universal Hand Press, an all-round printing press manufactured and sold by the Rembrandt Graphic Arts Co. Inc., 165 East 60th St., New York 22, N. Y., fully meets the require-ments for making color prints because it keeps the blocks (one for each color) and paper in

LASZLO UNIVERSAL HAND PRESS

perfect register during the printing operation.

To cut the registered blocks, cut the first one (called the *master* or *key* plate) so that it contains all details of the design. Ink up this key plate with black ink and place it in the corner of the printing chase. Then rotate the machine to print the design on the rubber roller. Next, place an identical size blank block in the same corner of the machine, and offset the image from the roller onto the block. Follow the same procedure in making as many duplicate blocks as are needed. See Figure 1.





Color printing with the Universal hand press.

When doing the printing, leave the paper in the press between the roller and the bed, while the different colors are printed on top of each other, by changing the blocks successively. The absorbent quality of the paper helps to prevent the smudging of the colors.

For brief reference use CSJ - 623.

#### NEW RCA INTERCOM SYSTEM

RCA Sound Equipment Section has announced postwar intercommunication system, newly designed and engineered, with compact speaker stations as small as an ordinary desk

(Concluded on page 37A)

# SONG BOOKS WITH A PLAN

THEY PRODUCE RESULTS! Sing or Play Sight Reading Fun—Two part Sight Reading Fun—Two part Sight Reading Fun—Two part Sight Reading Fun—Sight Reading Fun—Sight Reading Fun—Sight Reading Fun—Sight Reading Fun for Changed Voices. Fe additional information send for a free copy of our "See for Yourself" school music catalog.

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New 1947-

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"GOD CARES FOR YOU"—360 pages,
beautifully bound and illustrated, 5

"ST. HOMAS AQUINAS EXPLAIMS
OUN LADAYS FEASTS"—57 pages, 11

"THE SINNER'S GUIDE"—520 pages, 53

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#### CHANGE OF ADDRESS

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When sending in your new address be sure include old address to avoid errors.

CATHOLIC SCHOOL JOURNAL

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Milwaukee, 1, Wis

, 1947

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### New Supplies

(Concluded from page 36A)

A two-station intercom, the system is designed with amplifier and speaker station in separate mits, permitting off-the-desk location of the

Radio Corporation of America, RCA Victor Division, Camden, N. J.

For brief reference use CSJ-624.

#### STENCIL SHEET IMPROVEMENT

A new "Mimeograph" product is a cushion the known as Mimeograph "Type-White" for the with the Mimeotype (blue) stencil sheet. The new cushion sheet provides high visibility when typing and does not interfere with stencilimition. Copies thus produced are clear and easy to read, with sharp letter outlines.

A. B. Dick Company, 720 West Jackson Blvd.,

Chicago 6, Ill.

For brief reference use CSJ-625.

#### SEXTON BRANCH IN PHILADELPHIA

John Sexton & Co., manufacturing wholesale goers, on April 7, opened a new sales and rarehouse branch in Philadelphia, to serve Estern Pennsylvania, Maryland, Delaware, Western New Jersey, and other parts of the Miladelphia area previously served from Long

thand City.

Sherman J. Sexton, president, in announcing the opening of the new branch at Chestnut St. and Delaware Ave., said that sales of the company this year have reached an all-time light point. He attributes this to the company's policy of handling the best quality of merchandise

at the lowest possible price.

John Sexton & Co., 500 North Orleans St., Chicago 90, Ill.

For brief reference use CSJ-626.

#### SILVER ANNIVERSARY — 1922-1947

This year marks the completion of a quarter entury of service for the Harold Supply Corporation, New York. Harold Gordon, president, established this business in 1922 to provide the busekeeping equipment and general supply requirements of schools, hospitals, and institutions. From a modest beginning with service limited to the east, this business has grown to a large mational organization servicing institutional rewirements throughout the country. An 80-page inversary catalog has just been issued featuring many new items in stainless steel equipment and in furniture and is being mailed to schools, hospitals, and institutions. Copies are available on request.

Harold Supply Corporation, 100 Fifth Ave., New York 11, N. Y. For brief reference use CSJ—627.



The Filmo Picture Master, 8mm. By Bell & Howell.

# Guide to Products and Services

Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Write direct to advertiser or use the coupon requesting information from a number of advertisers.

Code		Page	Code		Page
No.		No.	No.		No.
	Acme Shear Co., The	38A		Lohmann Company, E. M	36A
61	Adirondack Chair Co	36A		Long's College Book Co	36A
	Allyn and Bacon4th			Longman's Green & Co	5A
	American Seating Co	38A		Loyola University Press	5A
	American Optical Co	20A	637	National Sports Equipment	
65		7A		Co	35A
66	Banner Play Bureau, Inc	36A		Norcor Manufacturing Co	31A
67	Bay West Paper Company.	26A		O'Neil Co., Robert J	36A
68	Beckley-Cardy Company	4A	640	Pflaum Publishing Co.,	
69	Bell and Howell	11A		George A	10A
610	Benziger Brothers	4A		Prentice-Hall Co	3A
611	Bittel, P. & M	36A		Presto Recording Corp	13A
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	34A & 3rd	cover		Co	36A
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	Laboratories	34A		(Photo Div.)	22A
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	Consolidated Chemicals.			Sexauer Mfg. Co., Inc., J. A.	35A
	Inc	30A		Sexton & Co., Inc., John	16A
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	Dazian, Inc.	4A		Society for Visual Education	2A
	Demco Library Supplies, Inc.			Superior Coach Corporation	23A
	De Paul University	34A	651	Superior Soap Company	33A
	Dick Company, A. B	8A		Taylor Company, Halsey W.	35A
621		15A	653	Underwood Corporation	21A
	French, Inc., Samuel		654	U. S. Machine Corp	33A
623	Gaylord Bros., Inc	24A		Universal Bleacher Co	28A
	Graubard's, Inc.	6A	656	Victor Animatograph ·	
	Handy-Folio Music Co	36A		Corp2nd	cover
	Harold Supply Corp	31A	657	Ward's Natural Science	
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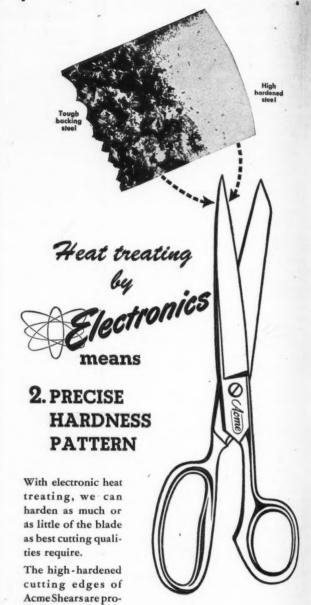
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